Summer Leadership Course 2015

Elementary Preview and Planning Day

Tennessee Department of Education | 2015 Summer Training

LEADERSHIP

Welcome to Summer 2015 Leadership!

Our Goal in this Class:

Help principals understand what is changing in the 2015-16 school year, what support tools are available, and gain a high level overview of teacher training during the summer in order to support implementation.

How Will We Achieve that Goal:

- Peer-Led Discussions and Collaboration
- Direct Applications to Our Classrooms and Schools
- A Focus on Identifying Key Leader Actions

Course Norms:

- Keep students at the center of focus and decision-making.
- Balance urgency and patience.
- Be solutions-oriented.
- Speak Up!
- We need collective solutions. Be present and engaged.
- Challenge with respect.
- Risk productive struggle.
- Monitor airtime and share your voice.

Tennessee Department of Education
Summer 2015 Leadership Course
Elementary Session

Agenda and Table of Contents

Agenda	Key Reference Materials
Opening Session 8:00-8:30 a.m.	Class Goals and Objectives, Guiding Principles and Norms, Key Questions, Tennessee Professional Learning Standards Overview, Shared Leadership Reflection
Updates: Putting TNReady in Context 8:30-9:00 a.m.	TNReady Communications Resources, Accountability Updates,
Accessibility Features of TNReady 9:00-9:30 a.m.	Overview of TNReady Accommodation and Accessibility Features, Video Resources
Break 9:30-9:45a.m.	
Early Grades 9:45-10:30 a.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Literacy: English Language Arts and Social Studies 10:30-11:30 a.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Lunch 11:30 a.m.-12:45 p.m.	
Mathematics 12:45-1:45 p.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Break 1:45-2:00 p.m.	
Shared Leadership and Planning 2:00-3:00 p.m.	Guided Planning: "Why, What, How" for 2015-15 at your school
MICA 3:00-3:45 p.m.	Overview of MICA, Video Resources, Leader Reflections and Actions
Closing 3:45-4:00 p.m.	

Class Goals

The Summer Leadership Preview and Planning Day has been designed with the school principal in mind. Both the ***Tennessee Standards of Professional Learning*** as well as the ***TEAM Administrator Evaulation Rubric*** are built on the foundation of shared leadership within the school. School principals are faced with increasingly complex instructional decisions and engaging teacher leaders within this decision-making process is crucial to ensure optimal support for teachers and students.

As we approach the day, please take a few moments to read through these excerpts from our ***Tennessee Standards for Professional Learning*** and our ***TEAM Administrator Rubric***.

From the ***Tennessee Standards for Professional Learning***:

Professional learning that increases educator effectiveness and results for all students ...	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

From the ***Tennessee TEAM Administrator Rubric***:

Indicator	5
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards	Utilizes shared leadership practices to build capacity of nearly all educators for: • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Studying, analyzing, and evaluating approved curriculum resources, including texts • Maintaining shared accountability when making needed adjustments to deepen classroom rigor • Maintaining a system for monitoring student work for rigor and curriculum alignment • Implementing on-going strategies and feedback for peers

Indicator	5
B1: Leveraging Educator Strengths Leverages educator strengths to engage all students in meaningful, relevant learning opportunities	• Engages with the school leadership team to review multiple data sources (including school goals and student learning needs) to determine optimal educator grade level and/or content area placement • Creates a coherent system to extend impact of educators at all performance levels • Develops and/or sustains a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice
C2: Differentiated Professional Learning Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*	• Ensures all professional learning activities align with the Tennessee Standards for Professional Learning • Engages leadership team to: ▸ differentiate professional learning opportunities based on educator needs and preferences ▸ facilitate implementation of knowledge and skills gained from professional learning activities • Develops accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities
C4: Teacher Leaders Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*	Engages with leadership team to: • Involve teacher-leaders in activities aligned with the Tennessee Teacher Leadership Standards • Use a variety of data to identify potential teacher-leaders • Communicate a clear leadership pathway for potential teacher-leaders • Provide sufficient growth opportunities to address specific leadership actions and behaviors • Provide potential teacher-leaders with varied leadership opportunities • Monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development

Alignment of the Spring 2015 Leadership Course to the TEAM Administrator Rubric

The Division of Curriculum and Instruction and the Division of Teachers and Leaders have partnered in ensuring that the activities of the Spring 2015 Leadership Course and the accompanying Bridge to Practice exercises are aligned to practices and outcomes in the TEAM Administrator Evaluation Rubric.

During both **Class One** and **Class Two**, Leadership Course participants will be engaging in collaborative professional learning and evaluating school and district instructional practices for the purpose of implementing a model of continuous improvement. Upon return to their schools and districts, participants will be equipped with several opportunities to engage with their school and district Leadership Teams in facilitating ongoing learning and instructional planning for all teachers.

School and district leaders are strongly encouraged to utilize the learning opportunities provided in the Spring 2015 Leadership course to make connections to the following indicators of the TEAM Administrator Evaluation Rubric:

- **Indicator A1: Capacity Building:** Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards.
- **Indicator A2: Data Analysis and Use:** Collaborates with educators to analyze multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
- **Indicator B2: Leveraging Educator Strengths:** Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
- **Indicator B4: Ownership:** Models and communicates expectations for individual and shared ownership of student, educator, and school success.
- **Indicator C1: Evaluation:** Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
- **Indicator C2: Differentiated Professional Learning:** Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*.
- **Indicator C4: Teacher Leaders:** Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.

More information about the TEAM Administrator Evaluation process can be found at: http://team-tn.org/evaluation/administrator-evaluation/.

Questions?

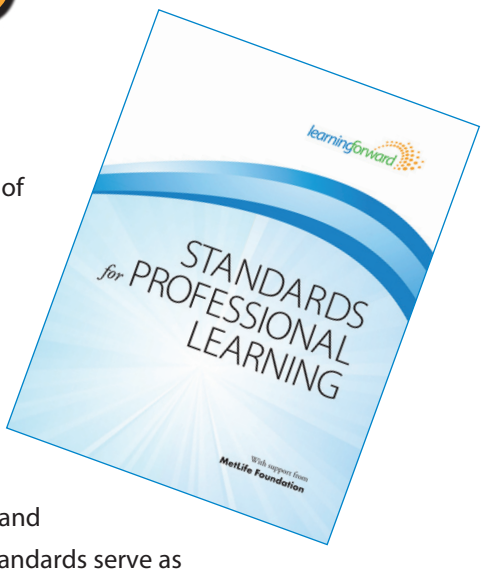
Pennye Thurmond
Director of Administrator Evaluations
Division of Teachers and Leaders
Pennye.Thurmond@tn.gov

Dr. David Timbs
Executive Director, Instructional Leadership Support
Division of Curriculum and Instruction
David.Timbs@tn.gov

learningforward
Advancing professional learning for student success

STANDARDS *for* PROFESSIONAL LEARNING

Quick reference guide



About the standards

This is the third version of standards that outline the characteristics of effective professional learning. This edition, drawn from research and based on evidence-based practice, describes a set of expectations for effective professional learning to ensure equity and excellence in educator learning. The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

As with earlier versions of the standards, including the last revision in 2001, Learning Forward invited representatives from leading education associations and organizations to contribute to the development of the standards. Together, these representatives reviewed research and best practice literature to contribute to the standards revision with consideration of their own constituencies, including teachers, principals, superintendents, and local and state school board members.

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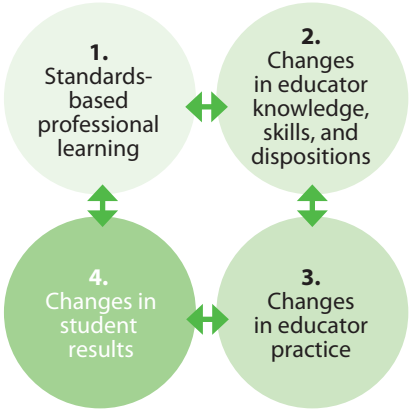
STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that increases educator effectiveness and results for all students …	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



4 prerequisites for effective professional learning

The seven new standards focus attention on educator learning that relates to successful student learning. Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics.

Professional learning is not the answer to all the challenges educators face, but it can significantly increase their capacities to succeed. When school systems, schools, and education leaders organize professional learning aligned with the standards, and when educators engage in professional learning to increase their effectiveness, student learning will increase.

1 **Educators' commitment to students, *all* students, is the foundation of effective professional learning.** Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student's performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.

2 **Each educator involved in professional learning comes to the experience ready to learn.** Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with the standards.

3 **Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.** This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.

4 **Like all learners, educators learn in different ways and at different rates.** Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.

SUGGESTIONS FOR USE

Standards for Professional Learning are designed to set policies and shape practice in professional learning. Improvement is a continuous process without a beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for all students, its quality and effectiveness cannot be left to chance. The standards will guide the efforts of individuals, teams, school and school system staff, public agencies and officials, and nonprofit and for-profit associations or organizations engaged in setting policy, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning to increase educator effectiveness and results for all students.

These standards stimulate dialogue, discussion, and analysis that lead to increased effectiveness in professional learning regardless of the state of current practice. Here are several suggestions for how various types of educators may use the standards to deepen their understanding of effective professional learning and how to strengthen professional learning for all educators. The book *Standards for Professional Learning* (Learning Forward, 2011; see ordering information at right) offers a more comprehensive list.

INDIVIDUALS CAN:

- Study the standards to develop a foundational knowledge about effective professional learning.
- Use the standards to request improvements in professional learning in which they participate.
- Apply the standards to the planning, design, facilitation, and evaluation of professional learning they lead.

SCHOOL STAFF CAN:

- Share the standards with external assistance providers who facilitate professional learning with school staff.
- Share the standards with parents, guardians, and community members to foster their support for professional learning as a means to increase student learning.
- Bring the standards into all program implementation or improvement discussions.

SCHOOL SYSTEM STAFF CAN:

- Post the standards on or link to the standards from the school system's website.
- Use the standards as criteria for evaluating the effectiveness of all professional learning.
- Prepare a resolution that the school trustees adopt the standards as expectations for all professional learning.

MORE TO COME

Learning Forward, with continuing support from MetLife Foundation, will develop additional tools to support the implementation and evaluation of the standards.

"Using the standards to shape more effective professional learning will require study, thought, discussion, and planning."

— Standards for Professional Learning

ORDER THE STANDARDS TODAY

Have at your fingertips the full text of the standards, including in-depth elaborations for all seven standards, related research citations, a comprehensive introduction, crosswalk between the previous and current versions, and more complete suggestions for use.

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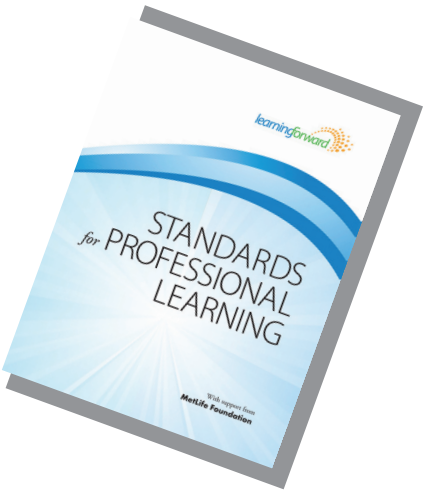
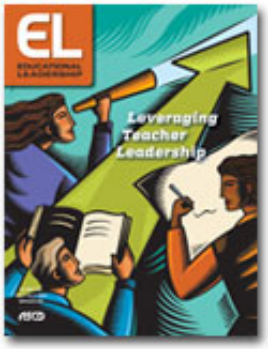


EDUCATIONAL LEADERSHIP



- Read Abstract

October 2013 | Volume **71** | Number **2**
Leveraging Teacher Leadership Pages 62-66

How Principals Cultivate Shared Leadership

Terry Wilhelm

In a shared leadership school, the principal maintains a delicate balance—giving teachers responsibility without abdicating all authority.

Traditional teacher leaders function in traditional ways, usually through the time-honored roles of department chair and grade-level chair. But with educators being held accountable for higher and higher student outcomes, schools need to make a major shift from traditional teacher leadership to shared leadership. Principals can no longer lead instructional reform alone: The voice and expertise of teachers are essential to improve teaching and learning. As Timothy Waters and the coauthors of *Balanced Leadership* (2009) write,

> *The future demands on the school principal are massive. In order to meet the needs of all stakeholders, the principal needs to learn to share leadership responsibilities while understanding the implications of introducing change. (p. 8)*

What's the Difference?

How do teacher leadership roles in a shared leadership school differ from those in a traditional one?

In a traditional school, the leadership team is typically composed of department chairs or grade-level representatives who meet periodically with administrators to discuss procedural and operational issues; they then take information back to their respective groups and perhaps gather input for the next meeting. These traditional teacher leaders may also have specific operational duties, such as ordering textbooks and supplies for their departments or making room assignments. They may also create agendas and keep minutes for their respective groups' meetings, which they submit to the administration.

In contrast, in a shared leadership school—often called a professional learning community—all adults continually learn together so that every student achieves at the highest levels. In my role as a consultant and facilitator, I have worked with such schools to help teacher leaders effectively guide and manage the work of teams of course-alike or grade-level peers. At the secondary level, these teams are likely to be smaller and more specialized than an entire department; the math department, for example, may have four to six course-alike teams. The teams, led by teacher leaders, work directly in the areas of curriculum, instruction, and assessment. Their chief concern is student learning.

Back at the traditional site, the typical reaction to the idea of teachers taking on leadership roles in areas directly related to improving student learning might be summed up in the statement, "That's administration's job." Thus, one of the most dramatic—and probably most important—ways that teacher leader roles change in a shared leadership school is that teachers feel an increased sense of ownership for improving student outcomes throughout the school, not just in their classrooms. At one middle school where I facilitated teacher leadership team development, a teacher leader put it this way at the end of the first year: "At our school, it's no longer 'my kids.' Now, it's 'our kids.'"

The Principal's New Role: Trainer of Trainers

To create a shared leadership school, the principal must become a staff developer. This does not mean the principal must become a star trainer for delivering whole-staff professional development; teacher leaders can eventually assume those roles, if and when whole-staff professional development is appropriate. But most professional development will occur in the course-alike or grade-level team meetings led by the teacher leaders. Thus, the principal must become the informal trainer of trainers for the teacher leaders because, unfortunately, most teacher preparation programs offer nothing to help teachers develop the skills required for a shared leadership role. These skills include

- Leading colleagues in analyzing student work and achievement data.
- Facilitating group discussions about improved instructional practices.
- Locating research-based methods and strategies that may be outside the current collective team expertise.
- Putting structures in place for team members to hold one another accountable for trying and using the strategies.
- Comparing results for various strategies tried.

Simply assigning teachers to teams and asking them to collaborate in these new ways reminds me of putting students into groups and expecting cooperative learning to occur like spontaneous combustion. As a teacher, I initially found cooperative learning so frustrating that I put the students right back into rows after a couple of failed attempts. They didn't know how to cooperate! No more cooperative learning for them! The real problem, obviously, was that I didn't know how to teach them to cooperate.

I am happy to report that in time, I became a fairly proficient practitioner of cooperative learning—but it required both training and practice. More important, it also required a fundamental shift in the way I saw my own role. I understand in hindsight that being a slightly Type-A teacher, I really preferred to be at the front of the room running the show myself.

Principals may have similar trouble relinquishing control. The willingness to share leadership is the necessary precursor to developing the new skills they need to become a trainer of trainers for their teacher leaders. The willingness must come first, derived from the principal's authentic perception that shared leadership will be superior to solo leadership.

Common Missteps

With no formal preparation for sharing leadership, some principals convene leadership teams with the intent of sharing leadership, but then fail to provide the support the teacher leaders need. For example, one principal asked his team leaders to have their teams identify their top-10 items to include in the district's new quarterly benchmark assessments; he failed, however, to inform the staff as a whole of the initiative and did not work with the team leaders to help them learn how to facilitate such a discussion. Without any symbolic authority for the task, and with no preparation, the team leaders encountered so much pushback from their peers that the initiative simply died, leaving the teacher leaders feeling burned and disenchanted.

Sometimes principals start down the path of shared leadership, but then they don't allow the teacher leaders to participate in meaningful leadership tasks for the school, perhaps because they fear losing control. For example, one principal convened a new leadership team after attending a conference on professional learning communities with some key teacher leaders. The discussions were initially enthusiastic, but as time passed and none of the ideas and initiatives moved forward, the team members concluded that this was just another passing fad.

Sometimes a misguided principal may completely abdicate important aspects of leadership to the wholly unprepared leadership team. Vital schoolwide decisions are neglected and key responsibilities go unfilled because the bewildered teacher leaders do not see themselves as the ones who should take care of such responsibilities—nor do they have the skills or symbolic authority with peers that are necessary for success.

In one cohort of leadership teams, a passionate discussion arose in a team meeting about student interventions. Strangely, the principal began texting on her cell phone; she eventually pushed her chair away from the table as the confused team members were looking to her for direction. Not surprisingly, the team could not agree on what action to take, and almost every team member privately expressed considerable frustration after the session. As the session facilitator, I questioned the principal later about what I had observed. She responded, "I wanted them to make the decision." She had clearly misjudged the situation, overestimating her team's readiness and missing all their signals that her guidance and participation were essential.

As the term *shared* implies, shared leadership does involve sharing some decision making and other responsibilities, but it is not abdication, and it is quite different from simple delegation. Assuredly, there are certain routine tasks and responsibilities that a principal can and should delegate to experienced staff members, including classified staff—for example, responding to parents' concerns when the principal is temporarily unavailable or contacting specific district office departments for support with maintenance issues. But developing the depth of shared leadership necessary for transforming a school into a professional learning community does not happen overnight, and it is not completed in a few months.

A Balance for Growth: Direction and Support

Shared leadership is a developmental process that becomes more effective after two years than after one and continues to grow—along with student outcomes—the longer it is thoughtfully and intentionally fostered. Teachers grow as leaders as they incrementally learn new skills together in a safe environment encouraged by the principal and then apply these skills in their

course-alike or grade-level team collaborations.

Recently, I had the delightful opportunity to reconnect with Carla Najera, principal of Natomas Middle School in Sacramento, California, which had implemented a cohort of school leadership teams several years ago. Since that time, she reported, shared leadership had continued to grow. The Natomas leadership team recently revised the form that collaborative teams used to guide their discussions and document their work as they analyze common assessments, discuss best practices, determine strategies that did or did not work, and plan for upcoming instruction. The teacher leaders initiated this change because they felt that the original form, which included considerable detail to guide teams' work when collaboration was new at the school, had become cumbersome given their present level of skill in collaborative tasks.

Principal Najera also related how Natomas Middle School's English team leaders approached her with a thoughtful proposal to implement students' use of Cornell Notes schoolwide. This initiative included extended work in planning and design, with the English teachers finally providing training to the rest of the staff—all with the full involvement and support of the principal. Najera has noted in her classroom walk-throughs that the strategy is consistently implemented by teachers. Long-time Natomas teacher leader Erik Jones said,

> *[In many schools] teachers have these kinds of ideas often. How the idea is received by the administrator often dictates whether the idea dies before it can see fruition or is grown and developed into a possible dynamic component of a school.*

Najera's approach is key to success in shared leadership: It demonstrates a delicate balance that enables her to provide needed direction while supporting teacher teams' creativity and initiative. Her stated and material support of the English teachers' proposals ensured full implementation by their colleagues in other departments, but she gave these teacher leaders the autonomy to use the expertise she perceived in them to develop the initiatives—always with her supportive guidance, questioning, and suggestions.

A Plan for Developing Teacher Leaders

Although there is no established sequence for developing teachers as leaders in a shared leadership school, an essential first step is to ensure that the leadership team has the right players. There is no need to eliminate or replace department chairs or other formal groups that have a sanctioned place in the school's culture. Some principals find that it works best to keep these groups in place while forming a new team for the specific purpose of developing shared leadership. Some teachers on the traditional leadership team may be members of the new team as well.

It may be helpful to give this new team a new name. In California's Beaumont Unified School District, the new teams were called the Instructional Leadership Council (ILC). Some ILC members continued to serve as department chairs at the secondary schools or grade-level chairs at the elementary schools. Others were new to any formal leadership role. Principals wanted to avoid the term *leadership team* because it had specific, historical connotations that were not necessarily consistent with the new roles.

Instructional Leadership Council members were selected by the principal—not voted in by their colleagues—to ensure that the members met important criteria, such as being open, having strong instructional skills, displaying a commitment to improving their schools, and having the respect of peers.

Principals who want to develop shared leadership in a professional learning community soon realize that sufficient time must be set aside within the school day on a regular basis (for example, weekly). However, a frequently missed point is that the teacher leaders of the collaborative teams also need regularly scheduled time to meet as a group with the principal to develop their leadership skills.

Given that leadership development is progressive and developmental, how does the training of teacher leaders play out in sequences and timelines? Obviously, development differs from site to site, but for a sample sequence, see "Outline: Training Sessions for Team Leaders" on p. 62.

In my experience, it is ideal for an entire district to begin moving into shared leadership, with teams from all the schools (with their principals) convening on a regular basis, such as bimonthly. That way, teacher leaders at all sites can develop strong skill sets for leading their peers, and principals throughout the district can begin to share leadership consistently.

However, a single school can also begin to implement shared leadership without a district-led professional development plan or structure. A principal may not be able to release the team for an entire day at a time, as a district might do with a cohort of teams. But meeting weekly or biweekly for shorter periods can provide comparable support and learning, helping teacher leaders acquire a growing repertoire of skills. It simply requires a commitment to carving out the time to convene the group of teacher leaders and intentionally planning the learning agenda for each meeting so it isn't simply "another meeting." Over time, team members can begin to assist in planning and facilitating their own team learning.

Two resources I recommend to principals who are beginning this work are *Learning by Doing: A Handbook for Professional Learning Communities at Work, Second Edition* (DuFour, DuFour, Eaker, & Many, 2010) and *School Leadership That Works: From Research to Results* (Marzano, Walters, & McNulty, 2005). Each team member should get his or her own copy of each book. One way to use the books is to have preassigned chapter readings followed by group discussions, but using real-time strategies when the group is together, like jigsaws or reading cascades, prevents feelings of having "homework" for the new role. Select chapters or portions of chapters intentionally on the basis of the teacher leaders' needs and the levels at which

their individual teams are functioning.

Ownership, Not "Buy-In"

The rewards of seeing teachers develop as leaders are intensely satisfying. Shared leadership is a powerful path to school improvement because it generates ownership of schoolwide student outcomes.

This ownership is missing in many schools. Although teachers care about the success of their own students, even the most dedicated teacher may not feel the same level of concern about the rest of the students in the grade level, department, or school. The principal may be the only one feeling such responsibility—a heavy weight to carry alone—and so he or she may find it frustrating to attempt to get buy-in from teachers for improvement initiatives. Buy-in is a weak and relatively useless concept—nearly every staff includes teachers whose buy-in to past initiatives never amounted to more than lip service. In contrast, the process of building shared leadership creates *ownership*. Ownership thoroughly trumps buy-in.

So principals, embark on the adventure of developing shared leadership with your teachers. The need has never been more urgent, nor the opportunity more ripe. What we can accomplish together is far greater than what any of us can accomplish alone.

Outline: Training Sessions for Team Leaders

Here is a typical outline for a series of full-day training sessions for a cohort of school leadership teams. The timeline can vary, but over the course of the first year, the following topics can be addressed in five to six full-day sessions. (For a principal who is meeting his or her leadership team in shorter, more frequent sessions on-site, these topics can be broken into smaller segments.)

- Roles and responsibilities of team members (contrast with previous traditional leadership team roles and responsibilities).
- How to develop, implement, and stick to effective group norms.
- Effective meeting agendas.
- Practicing specific discussion protocols to use in collaborative team meetings (for example, protocols for discussing student work or for reviewing benchmark data).
- Troubleshooting and responding to resistance (this may be done in every session).
- Cultural assessments (*Learning by Doing* by Rick DuFour, Rebecca DuFour, and Thomas Many has many downloadable tools).
- Planning whole-staff professional development sessions.

In every session, participants add to their tool kit (a running list kept by each member of new skills, norms, protocols, celebration activities, focusing activities, role cards, and charts for group memory). Between sessions, team leaders apply their new skills as they lead collaborative meetings back at their sites. The next session begins with reporting successes and challenges arising from those meetings.

References

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work* (2nd ed.). Bloomington, IN: Solution Tree.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Waters, T., Cameron, G., Melver, M., Eck, J., Kearns, J., Seebaum, M., et al. (2009). *Balanced leadership: School level leadership—An overview (facilitators' manual)*. Denver, CO: Mid-Continent Research for Education and Learning (McREL).

Terry Wilhelm is the founder and owner of Educators 2000, whose website includes other resources related to shared leadership. She is a district-level consultant who works with educators nationwide.

KEYWORDS

Click on keywords to see similar products:
teacher leaders, teachers, school reform, professional learning communities

Key Questions for Today (Elementary)

Our key questions for today anchor our professional conversation and learning across today's seven modules. These key questions help frame components of your building's professional learning plan grounded in the Tennessee's Standards for Professional Learning and in the TEAM evaluation rubrics. By collaboratively working with your Learning Leaders, you will create a community of shared leadership and help empower your staff for a successful school year.

The modules are designed to give school leaders an overview of teacher training content so that school leaders (administrators) and teacher Learning Leaders can design a coordinated redelivery and support process.

1. ***Early Literacy:*** What key instructional content must leaders understand to ensure teachers are supporting PreK-2 students' progress toward mastery in third grade?

2. ***English Language Arts and Social Studies:*** How can ELA reading and writing practices support the literacy shifts in the new social studies standards? What strategies and materials will be available to help educators support students in English language arts and social studies for grades 3-5?

3. ***Accessibility and Accommodation Features:*** What are the accessibility and accommodation features of TNReady that help support optimal success?

4. ***Mathematics:*** How can leaders focus on supporting teachers to impact student success in mathematics?

5. ***Shared Leadership and Planning:*** How can we work with our Learning Leaders to continue momentum and focus into the school year by supporting teachers in reflective practices at key intervals?

6. ***Accountability Updates:*** What important accountability updates impacting my school are known at this time?

7. ***MICA:*** How can I best support my teachers' access and use of MICA?

Tab 1

Module One:

Updates: Putting TNReady in Context

On Tab, write “Updates”

Accountability Updates Notes Tracker

Topic	Key Points	Other Notes/Plans
School Accountability and Designations		
School and District Data Release		
TVAAS Data Release		
TVAAS Transition to TNReady		
Teacher Evaluation Update		
TVAAS Resources		

710 James Robertson Pkwy
Nashville, TN 37243
Phone: (615) 741-2731

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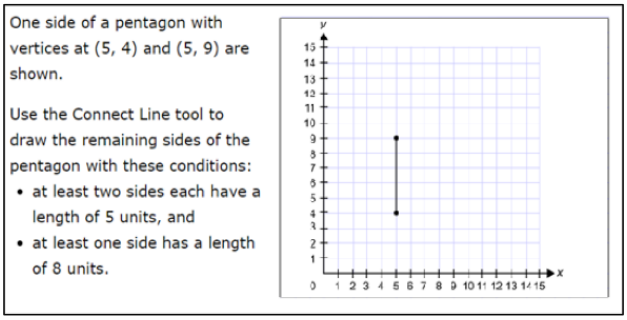
TNReady Question Types

TNReady will replace the state's TCAP multiple-choice only tests in reading and math and will include a variety of question types as well as writing. Students will read from texts and offer text evidence to support their answers. They will solve multi-step math problems, many without using a calculator, to show what they know. TNReady tests will be more interactive and taken online to make them more engaging for students and easier for educators to view and share results. The test will include:

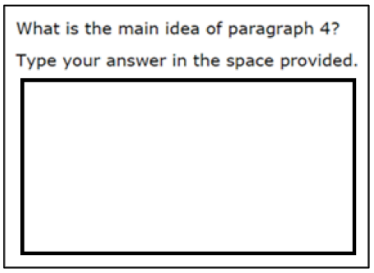
Questions that are Interactive

- Engage students to manipulate items; move around concepts or graphics; or complete exercises that reflect real work activities such as editing a paper or graphing an equation.



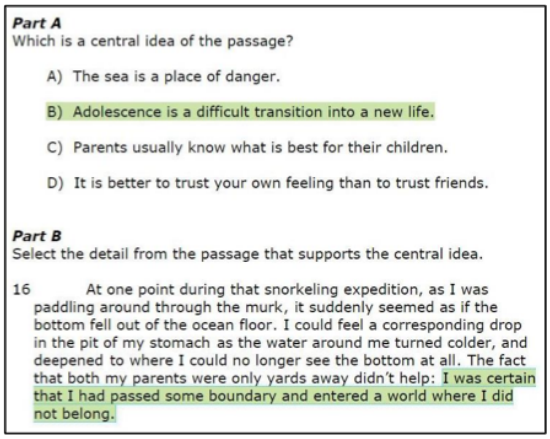
Questions that are Open Ended

- Ask students to type an answer where no choices are given and provide an open-ended response
- Hand scored by trained reviewers using a scoring rubric



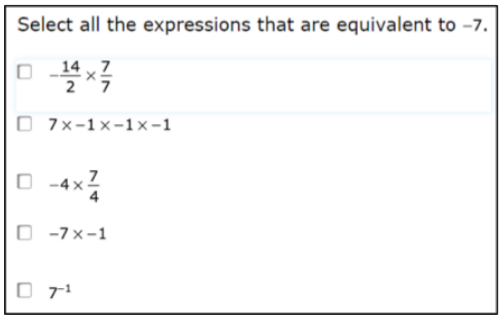
Questions that Ask students to Support their Answer

- Two part question
- Typically Part B requires the student to choose a piece of evidence using the text to support their answer in Part A



Questions that Ask students to Select the Correct Answer

- Ask students to select one correct answer from many options such as a traditional multiple-choice question
- Could also ask students to select multiple correct answers from many options



Seven Things You Need to Know About TNReady English Language Arts

1. **TNReady will assess students' reading and writing skills together to ensure students are prepared for success after graduation.**

TNReady will assess our state ELA standards, a common set of expectations for what students should know and be able to do at the end of a grade. Because reading all types of materials is critical in the real world, students will read and respond to both fiction and non-fiction. You can find the ELA standards here: http://www.tn.gov/education/standards/english.shtml.

2. **TNReady will give students and parents clear information about whether they are on track to graduate from high school and be successful in college or the workplace**.

Students who do well on TNReady will be prepared for college-level classes.

3. **TNReady will replace the state's multiple-choice only test in reading and will include a variety of reading and writing questions**.

TNReady will include: writing that requires students to cite evidence from a text they just read, interactive questions where students organize main ideas or edit a paper, and questions that ask students to justify their answers. Grammar is assessed through student writing and stand-alone editing questions.

4. **TNReady will replace the writing assessment given each February.**

Students will receive a single score for English language arts, integrating both writing and reading.

5. **TNReady will be given two separate times during the school year: Part I and Part II.**

Part I will be administered in February or March and Part II in April or May. Part I will replace the current writing assessment whereas Part II questions will require less open-ended responses. Block schedules will have adjusted timelines.

6. **Local schools and school systems will have greater flexibility in scheduling TNReady.**

TNReady will be administered to students as part of their regular classroom schedule. Schools will only take the assessment for a few days within the testing window, minimizing interference with teaching and learning in clasrooms.

7. **TNReady will be administered online to reflect the skills students need to be successful in the real world**.

Students will have access to online tools including a notepad and highlighter to support their reading and writing process. Standard tools like spell check, copy/paste, and bold/underline will also be available. If districts need additional time to become online ready, a paper-pencil back up option will be available based on readiness.

Seven Things You Need to Know About TNReady Math

1. **TNReady will assess students' knowledge of both basic and problem-solving skills to ensure they are prepared for success after graduation.**
   TNReady will assess our state math standards. Academic standards provide a common set of expectations for what students should know and be able to do at the end of a grade. You can find the math standards here: http://www.tn.gov/education/standards/math.shtml.

2. **TNReady will give students and parents clear information about whether students are on track to graduate from high school and be successful in college or the workplace.**
   Students who do well on TNReady will be prepared for college-level classes.

3. **TNReady will replace the state's multiple choice only test in math and will include a variety of questions.**
   TNReady will include: questions that measure ease of using basic math skills, interactive questions where students graph an equation or draw a line, and questions that ask students to show their work.

4. **TNReady will ask students to solve multi-step problems, many without using a calculator, to show what they know.**
   Calculators are important tools for college and career readiness. However, students must also be able to demonstrate some basic math skills without the use of a calculator.

5. **TNReady will be given two separate times during the school year: Part I and Part II.**
   Part I will be administered in February or March and Part II in April or May. Students will receive a single score for math that combines performance on Part I and Part II following the end of the school year. Part I questions will ask students to show their work and explain their reasoning whereas Part II will require less open-ended questions.

6. **Local schools and school systems will have greater flexibility in scheduling TNReady.**
   TNReady will be administered to students as part of their regular classroom schedule. Students will only take the assessment for a few days within the testing window, minimizing interference with teaching and learning in classrooms.

7. **TNReady will be administered online to reflect the skills students need to be successful in the real world.**
   If districts need additional time to become online ready, a paper-pencil back up option will be available based on readiness.

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Nashville, TN 37243
(615) 741-5158

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How Educators are Involved in Designing TNReady

Tennessee educators – both at the K-12 and higher education levels – were significantly involved in the selection process and chose an assessment that is both fully aligned to the state's academic standards but also adaptable to future improvements.

Moving forward, the design of TNReady, like all assessments in Tennessee, will continue to include significant educator involvement at every juncture: item development and review, scoring, and proficiency cut score determination. Tennessee educators will also decide on changes to the test based on any changes to the standards.

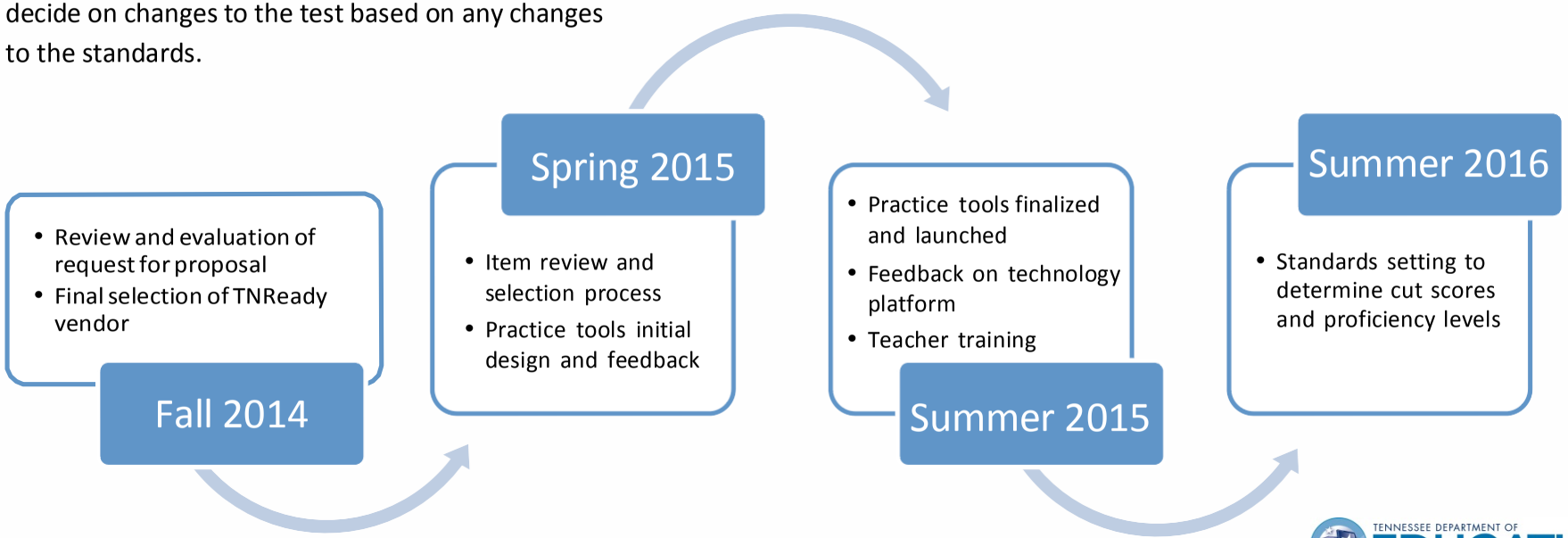
Who's involved?

Educators of all roles and backgrounds will be included: K-12

- Math, English language arts, and special education teachers
- District instructional supervisors and special education directors
- Directors of Schools
- Additional school-based staff (e.g. librarians, media specialists, guidance counselors)

Post-secondary

- Higher education faculty and representatives



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Nashville, TN 37243
(615) 741-5158

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Frequently Asked Questions

Who is writing the TNReady test questions?
As with previous state assessments like TCAP, the questions are written by the vendor selected through the competitive bidding process. Test questions are written by assessment professionals who are trained in how to write questions that are accessible to students and reflect the content of the standards. The test questions are then reviewed by Tennessee teachers and rewritten to ensure their feedback is incorporated.

How do we know that questions are appropriate?
Tennessee educators review the questions for instructional content and for bias and sensitivity to ensure that they don't disadvantage any group of students. For the first year of TNReady, we will use test questions that have already been field tested in other states, so that we can be confident of the quality of questions. Each test question will be reviewed by no fewer than six Tennessee teachers and will be revised based on their feedback.

How are Tennessee educators selected to participate in reviewing test questions?
We chose Tennessee educators to serve as item reviewers through a highly selective competitive process. Item reviewers were chosen from every region of the state, representing 78 districts.

How are Tennessee educators involved in scoring TNReady?
Tennessee teachers will determine proficiency levels (such as basic, proficient, and advanced) for each grade level and subject area. Educators will be selected for this role through a highly selective competitive process. This mirrors the process used to determine proficiency levels on TCAP. Additionally, Tennessee teachers will participate in a process, called rangefinding, in which educators score student essays and develop training materials that the vendor will use to train and evaluate their scorers.

What resources will teachers and schools have to prepare for TNReady?

- This spring teachers will have access to examples of the types of questions that will be asked, and next school year full practice tests will be available.
- The department will hire top Tennessee teachers to teach their peers about the new assessment during summer training.
- Teachers will have the opportunity to provide feedback on the practice tools during the spring and summer.

What resources will be available to the parents and the public?
Parents and the public will be able to review and practice with a sample set of test questions online.

Tab 2

Module Two:

Accessibility and Accommodation Features

On Tab, write “Accessibility”

Accessibility and Accommodations Note Tracker

Topic	Key Points	Other Notes/Plans
Allowable Conditions for All (p. 5)		
Accessibility Features for All (p. 6-8)		
Accommodations for Identified Students (p. 8-12)		
Impact of this information and key actions I need to take at my school:		

TNReady

Ensuring Access for All:

Guidelines for Allowable Test Administration Conditions, Accessibility Features, and Accommodations

Contents

Introduction

TNReady is the statewide assessment for English language arts (ELA) and mathematics. TNReady includes grade level tests for students enrolled in Grades 3-8 and End of Course tests for students enrolled in courses aligned to the first three English courses required for high school graduation and the first three mathematics credits required for high school graduation. TNReady tests are available in two modes: computer-based tests (CBT) and paper-based testing (PBT). The two modes, CBT and PBT, will produce comparable student results.

Increased opportunities for students exist when using a computer-based test design such as TNReady. Some students may require individualized access through accessibility features and/or accommodations. This document provides guidance on the use of accessibility features and accommodations for students with disabilities and English Learners.

The goals of this document are to:

- Identify avenues for all students to participate in the statewide assessment program.
- Provide detailed information regarding the valid and appropriate use of accessibility features and accommodations for students participating in the statewide assessment program.

This document does not provide guidance for the alternate assessment available for students with significant cognitive disabilities, the National Center and State Collaborative (NCSC). For guidance or information, please visit the Special Education Assessment page on the TNDOE website.

Intended Audience and Recommended Use

The TNReady Accessibility Guidelines are intended for school-level personnel and decision-making teams including parents, students, classroom teachers, English as a Second Language (ESL) specialists, special education teachers, and related service personnel to use in selecting and administering the accessibility features and/or accommodations for those students who need them for equitable access. These are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Accessibility Guidelines apply to all students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on the Allowable Test Administration Conditions, Accessibility Features, and Accommodations for the TNReady content assessments of English language arts and mathematics (math). At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the TNReady assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

TNReady Assessment Design

TNReady is a standardized test. Correct administration requires the use of this document as well as the corresponding Test Administration Manual. For the secure summative assessments, a school team can only make available to students the allowable testing procedures, accessibility features, and accommodations that are included in this guide or through the state approved accommodation request process.

Student Participation in TNReady

Federal laws governing student participation in statewide assessments include the Elementary and Secondary Education Act (ESEA) (reauthorized as the No Child Left Behind Action of 2001-NCLB), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008). Both Federal and State laws require that all students enrolled in public schools participate in assessments designed to provide accountability for the effectiveness of instruction in schools. To prepare for the assessments, every student should be engaged in an instructional program based on Tennessee's Academic Standards.

All students, including students with disabilities, English Learners, and English Learners with disabilities, are to be held to the same expectations for participation and performance on state assessments. Specifically, all students enrolled in grades 3-8 and the applicable high school courses are required to participate in the TNReady mathematics assessment except:

- Students who will be assessed using the alternate assessment, NCSC.
- Students who meet medical exemption guidelines.

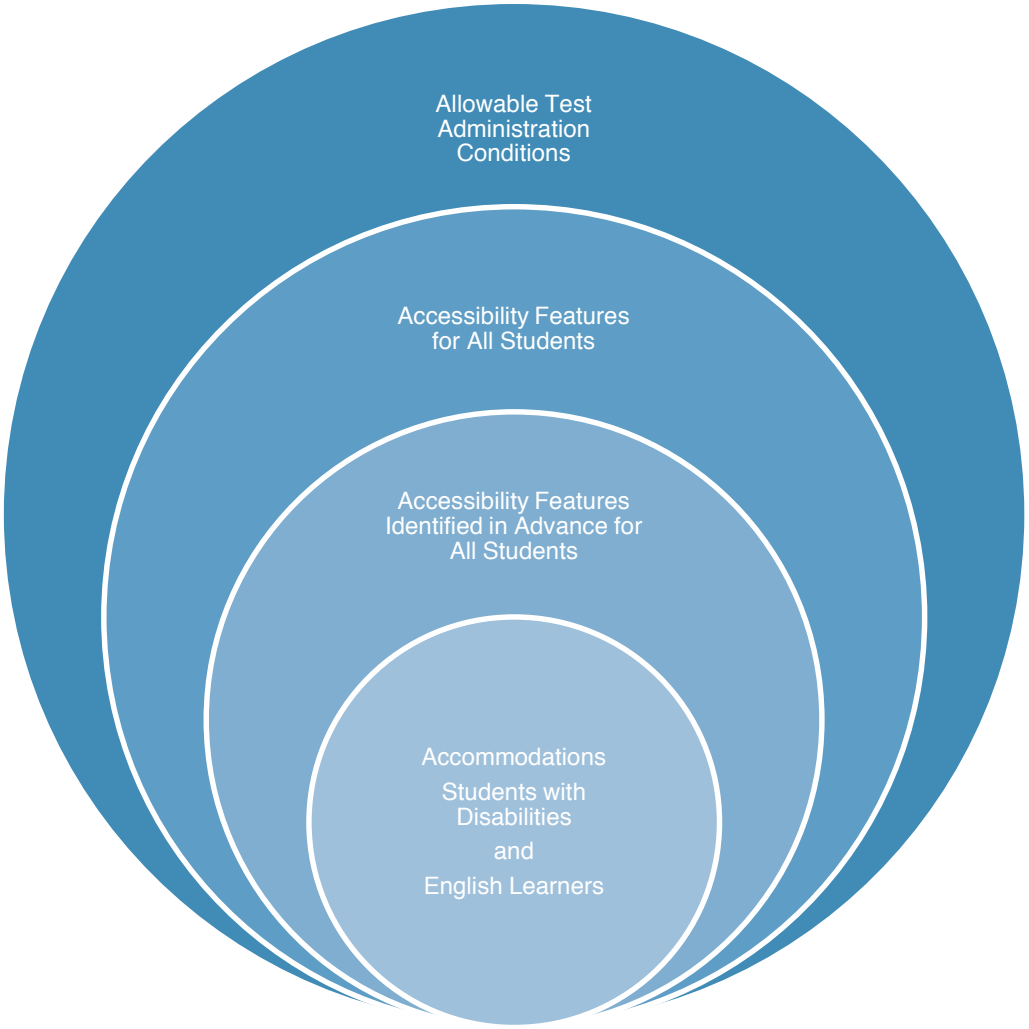
All students enrolled in grades 3-8 and the applicable high school courses are required to participate in the TNReady English language arts assessment except:

- Students who will be assessed using the alternate assessment, NCSC.
- Students who meet medical exemption guidelines.
- English Learners (EL) who are enrolled for the first year in a U.S. school.

The model that serves as the basis for the TNReady Accessibility Guidelines is shown in Figure 1. This figure portrays several aspects of the TNReady assessment features - allowable testing procedures, accessibility features (including accessibility features identified in advance) which are available to all students, and accommodations available as needed per documented IEP, 504 Plan or due to English language proficiency status. Allowable testing procedures and accessibility features are available to all students, including those receiving accessibility features identified in advance and those receiving accommodations. Accessibility features identified in advance are available only to students for whom an adult or team has indicated the need for these features. Accommodations are available only to those students with documen-

tation of need through a formal plan (i.e., IEP) or status as an English Learner. The use of these supports all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines.

Figure 1: Increasing Access for All



Section 1: Allowable Test Administration Conditions

Allowable test administration conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction-free testing environment. Some examples include:

- Testing in small groups, testing in an individual setting, testing in a separate location or in a study carrel.
- Preferential seating in a specific location within the testing room or seated at special furniture.
- Having the test administered by a familiar test administrator.
- Using a special pencil or pencil grip.
- Using devices that allow the student to see the test (i.e., glasses, contacts, magnification, special lighting).
- Using devices that allow the student to hear test directions (i.e., hearing aids, amplification).
- Signing the scripted directions.

- Reading the test quietly to himself/herself as long as other students are not disrupted.
- Using blank scratch or graph paper provided by the test administrator; graphic organizers are not allowed for use.

Please refer to the TNReady Test Administration Manual for additional allowable test administration conditions.

Section 2: Accessibility Features and Accessibility Features Identified in Advance

Accessibility features are built into the computer testing platform. These features are available to all students and can be accessed any time during the assessment. Students must practice using these features.

Table 1: Accessibility Features for All Students

Accessibility Features for All Students	Description
Help	View on-screen instructions and video tutorial about how to respond to each item type.
Highlighter	Highlight text in a passage or item.
Line Reader	Allows student to track the line he or she is reading. Students are able to focus their attention on a specific piece of text at a time.
Mark (Flag) for Review	Mark an item for review so that it can be easily found later.
Notes/Comments	Allows student to open an on-screen notepad and take notes or make comments. In ELA, notes are available globally and available through-out the session. In math, comments are attached to a specific test item and available throughout the session.
Answer Eliminator	Cross out answer options for multiple-choice and multi-select items.
Text-to-Speech for Internal Test Instruc-tions	Students are read internal test instructions via computer platform.
Writing Tools	Editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) as well as spell check for extended re-sponse items. Spell check gives options for the correctly spelled word.
Zoom In/Zoom Out	Enlarge the font and images in the test. Undo zoom in and return the font and images in the test to the original size. The zoom levels are 0.65x, 0.8x, 1.0x, 1.25x, 1.6x, and 2.0x.
Pop Up Glossary or Dictionary/Thesaurus	The student is able to view definitions of pre-selected, underlined words. The definition appears in a pop-up text box.
Audio Amplification	Student can adjust the volume of the audio during the test session.

Accessibility Features Identified in Advance

A small number of students will require additional accessibility features to meet their individual needs. These accessibility features will be selected ahead of time based on the individual needs and preferences of the student.

It is recommended that a consistent process be used to determine these supports for individual students and to subsequently teach the student how to access and use the features. Accessibility features identified in advance must be entered in to the student's personal profile on the MIST platform.

Who Makes Decisions about Accessibility Features Identified in Advance?

The decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. These supports are needed in the student's everyday life. For example, the student who requires a color overlay when reading text may also require the Color Contrast Accessibility Feature Identified in Advance. Therefore, it is critical for all educators making these decisions to be trained on the process and range of supports available. Student input regarding these decisions, especially for older students, is strongly recommended. Appendix D may be used to collect student input to this decision.

Table 2: Accessibility Features Identified in Advance

Accessibility Features for All Students Identified In Advance	Description	Recommendations for Use
Answer Masking	Answer options are masked. The student will uncover answer options when ready.	This feature is recommended for students who have attention difficulties. It may also be needed by students with print disabilities or visual impairments. Students may need to mask content not of immediate need which may be distracting.
Color Contrast (Background/Font Color)	Enables students to adjust screen background or font color, based on student needs or preferences. Provides an alternate onscreen background and/or font color when enabled. Current color options are: Black on Cream Black on Light Blue Black on Light Magenta White on Black Light Blue on Dark Blue Gray on Green (Low Contrast).	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities. Choice of colors should be informed by evidence that color selections meet the student's needs.

Accessibility Features for All Students Identified In Advance	Description	Recommendations for Use
Text-to-Speech for Math	Text is read aloud to students using embedded text-to-speech software. Students must be tested in a separate setting if unable to wear headphones.	This feature is not recommended for students who are currently reading on or just below grade level. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessment. The use support should only be reserved for the struggling readers who need assistance accessing text. This may be used with beginning and intermediate ELs.
Human Signer for Math	A human signer may be provided for a student with a hearing impairment or deafness.	Students who require an interpreter for daily instruction.
Magnification	Allows student to use a "magnification bubble" tool to increase the size to an even larger level not provided by the zoom tool.	Students with a visual impairment who require magnification above that which is provided via zoom tool. This feature allows a student to "hover" a magnification glass over text to enlarge the image.
Increased Font Size	The font size can be increased to a predetermined size as needed. The zoom and magnification features are available for use in conjunction with increased font size.	Students with a visual impairment who require a larger font size in addition to zoom and/or magnification of text.

Section 3: Accommodations

Accommodations are available only to students with a disability served under an Individual Education Program (IEP), 504 Plan, or students classified as English Learners, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately.

Please note: one exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodation, as noted in this section.

Testing accommodations provide more equitable access during assessment but do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment and do not substantially change the instructional level, the content, or the performance criteria. Accommodations can be changes in presentation, response, setting, and

timing/scheduling of educational activities. For a student with disabilities, accommodations are intended to reduce or even eliminate the impact of the student's disability on their access and participation in the assessment. For an English Learner or a student in the first or second year of Transition (T1/T2) from English Learner status, accommodations are intended to allow the student the opportunity to demonstrate content knowledge even though the student may not be functioning at grade level in English.

Testing accommodations may not violate the construct of a test item, provide verbal or other clues, suggestions that hint at or give away the correct response to the student. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, writing prompt, or answer option.

While there are many accommodations used within daily instruction, accommodations available to students while testing on TNReady are generally limited to those listed in the later sections of this document. If an accommodation is not listed and is needed to ensure access, please follow the Unique Accommodation Request process.

Accommodations must be indicated in the student's MIST profile and the school staff must ensure the materials and/or the setting are available for the assessment.

Who Makes Decisions about Accommodations?

IEP teams and/or educators make decisions about accommodations. These teams (or educators for 504 and English Learners) provide evidence of the need for accommodations and ensure they are noted on the IEP or 504 plan. Therefore, no accommodation may be put in place for a TNReady assessment that does not have data to support its use.

Selecting Appropriate Testing Accommodations for Students Who Need Them

Research indicates that more accommodations are not necessarily better. Providing students with accommodations that are not truly needed may have a negative effect on performance. There should be a direct connection between a student's disability, special education area of deficit, or English proficiency and the accommodation(s) provided to the student during educational activities, including assessment. Make accommodation decisions based on individual needs to reduce the effect of the disability or limited English proficiency. Selected accommodations should be provided routinely for classroom instruction and classroom assessment during the school year in order to be used for standardized assessments.

Administering TNReady with Testing Accommodations

Prior to the test, test administrators must know what accommodations each student will be using and how to administer them properly. Testing accommodations provided for one student may not impede or impact other students in the test-

ing room. It is the responsibility of the Test Administrator to see that each student who qualifies for testing accommodations receives them with efficacy while also ensuring that other students who do not receive accommodations are not affected. Accommodations must be properly recorded as directed in the TNReady Test Administration Manual.

Accommodations for Students with an Injury

Students with an injury, such as a broken hand or arm, that would make it difficult to participate in TNReady may use, as appropriate, any of the following accommodations. There are no specific CBT tools to support these accommodations.

Accommodations for Students with an Injury	Description
Adult Transcription	An adult marks selected response items based on student answers provided orally or using gestures. An adult transfers student responses to the MIST testing platform.
Assistive Technology	Use of assistive technology for the writing response and/or other open response items. Internet access, grammar check, and word prediction functions must be turned off. An adult must transfer the student's responses exactly as written to the MIST testing platform. Any print copy must be shredded. Any electronic copy must be deleted. This accommodation also requires Adult Transcription.

Accommodations for Students with Disabilities

Students with disabilities may use any of the accessibility features, accessibility features identified in advance, and any of the following accommodations, as designated in their IEP or 504 Plan.

Accommodations for Students with Disabilities	Description
Adult Transcription	An adult marks selected response items based on student answers provided orally or using gestures. An adult transfers student responses to the MIST testing platform.
Assistive Technology	Use of assistive technology for the writing response and/or other open response items. Internet access, grammar check, and word prediction functions must be turned off. An adult must transfer the student's responses exactly as written to the MIST testing platform. Any print copy must be shredded. Any electronic copy must be deleted. This accommodation also requires Adult Transcription. Students may use a range of assistive technologies on the assessment, including devices that are compatible with MIST and those that are used externally. Assistive technology options include, but are not limited to, adapted keyboards, large keyboards, MouseKeys, FilterKeys, adapted mouse, touch screen, Dynavox, and head wand.

Accommodations for Students with Disabilities	Description
Braille Test Booklet	Provide a paper Braille test booklet. This accommodation requires Adult Transcription on the MIST platform.
Extended Time	Not to exceed double time. If a student has a need to exceed double time, please submit a Unique Accommodation Request.
Paper Test	A PDF may be available through the Unique Accommodation Request process for students who are unable to participate in a computer-based assessment due to his or her disability. This accommodation requires Adult Transcription on the MIST platform.
Text-to-Speech for English Language Arts	A student receives an audio representation of the ELA/Literacy assessment via text-to-speech or a human signer. This accommodation is intended to provide access to text on TNReady ELA assessments to students with print related disabilities who would otherwise be unable to participate. Access is defined as a student who is able to decode and comprehend text. For additional guidance, please see Appendix A
Human Signer for English Language Arts	A student who requires a human signer for English Language Arts content may use this accommodation during the TNReady English Language Arts assessment. For additional guidance, please see Appendix A.
Visual Representations for Math	This accommodation may be used in place of scratch paper for students who typically use an abacus or manipulative such as cubes, tiles, rods, blocks, etc. This accommodation may only be used on the non-calculator sections of the assessment.
Rest/Breaks	This allows for the assessment to be paused at any time and restarted. Each session must be completed within one test day. Once paused, a student may not be able to view previously completed work if the break exceeds 20 minutes.
Speech-to-Text	Voice recognition software allows students to use their voices as input devices to the computer to dictate responses. Students may use their own assistive technology devices.
Word Prediction	This accommodation provides a bank of frequently used words on-screen for the student to choose.
Unique Accommodation Request	This request process is provided to review any accommodation not listed for a student with an identified need. The accommodation may not invalidate or modify any intended test construct.

Accommodations for English Learners and Transition Year 1 and Year 2 Students

Students who are not proficient in English, as determined by ACCESS for ELLs, may use, as appropriate, any of the acces-

sibility features and any of the following accommodations. This includes English Learners (ELs) and students in the Transition Year 1 and Transition Year 2. Students whose parents have waived services are eligible to receive accommodations for ELs. As ELs gain in English proficiency, their need for support may decrease. The language proficiency of the student should be taken into consideration when determining appropriate EL accommodations.

Accommodations for EL and T1/T2 Students	Description
Extended Time	Not to exceed double time.
Word-to-Word Dictionary	The student may use an approved bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences, or pictures are not allowed. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no hard copy word-to-word dictionary can be found for a specific language, contact tned.assessment@tn.gov
Rest/Breaks	This allows for the assessment to be paused at any time and restarted. Each session must be completed within one test day. Once paused, a student may not be able to view previously completed work if the break exceeds 20 minutes.

Section 4: The Decision-making Process for Selecting Accessibility Features and Accommodations

Selecting Accessibility Features and Accommodations for Individual Students

When selecting accessibility features or accommodations, educators should consider the following:

- What learning challenges is the student experiencing?

  Observe the student's classroom performance.

- Does the feature or accommodation address the challenge?

  Try various supports in different instruction and assessment settings and evaluate whether they address the student's needs; if not, revise the support(s) accordingly.

- Is the accessibility feature or accommodation allowed for TNReady?

  Develop a plan or amend the IEP/504 Plan in collaboration with an EL specialist, general education team, special education teacher, or school level decision-making team, while reviewing the available supports. Remember that the different assessments and parts assess different content and additional support may not be necessary for each part.

Accessibility features, including those identified in advance, and accommodations are intended to provide students with the tools and supports they need in order to participate fairly and equitably in the TNReady assessments. In making decisions regarding accessibility features and accommodations, educators should remember that:

- Students should only receive the supports that they use during daily instruction (with rare exceptions) and that they need in order to participate meaningfully in the assessment;
- Selection of supports should not be based on a "more-is-better" approach in an attempt to provide every possible advantage on the test, nor should students be provided with unnecessary accommodations;
- Accessibility features and accommodations should not be broadly assigned across all TNReady assessments and parts, but considered and discussed separately for each assessment and assessment part;
- Accommodations should not be assigned based on the type of disability or English language proficiency, but rather on the individual needs of the student based on data; and
- Accommodations should not be used to compensate for a student's lack of knowledge and/or skills, or because of a lack of appropriate instruction.

When possible, educators should choose supports that are consistent with the student's current needs, based on the experience of educators who currently work with the student, and consistent with those already used for routine instruction and local assessments. In any case, it is critical that students have the opportunity to become familiar with the accessibility feature or accommodation, and practice using it prior to the administration of the TNReady assessment. For this reason, it is necessary to decide on supports well in advance of the assessment.

Appendix A: Text-to-Speech Guidance : IEP or 504 Plan Decision-making Tool

Directions: This tool has been developed to assist IEP teams and 504 plan coordinators in identifying students who may need the accommodation of text-to-speech in order to access the English language arts assessment. Inappropriate use of an accommodation may result in the student's assessment being invalidated and the score will not be included in summary calculations. The student will be considered a participant, but the test is not scored and all reports will indicate the score was nullified.

Guidelines for IEP Team or 504 Plan Considerations	Additional Guidance
The student has an Individual Education Plan (IEP) or 504 Plan	Student has an approved IEP or current 504 plan
In making decisions on whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has: • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; Or • A disability that **severely** limits or prevents him/her from accessing text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); Or • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.	For the text-to-speech or human signer accommodation, the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text. For the text-to-speech or human signer accommodation, the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from accessing text. The IEP team or 504 plan must document objective evidence from a variety of sources (including state assessment, district assessment, and one or more locally-administered diagnostic assessments or other evaluations) that indicate that the student's ability to decode text is severely limited or prevented, or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille.
Before listing the accommodation, provide evidence that the student is blind or visually impaired and that: • The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter; Or • The student's inability to access text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; Or • The student receives ongoing, intensive intervention and/or instruction in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.	List the data and evaluation sources: 1. Name of diagnostic evaluation or educational assessment and scores; 2. A summary of the results; 3. Additional assessments and results; 4. The instructional intervention and supports specifically related to reading that are currently provided to the student: • Intensive reading interventions have been provided for ___ years. • List the specific school years and frequency _____ • Describe and list the specific reading interventions provided to the student.

Appendix B: Unique Accommodation Request Process

Directions: If an English Learner or a student with a disability requires an accommodation that is not listed in the Accessibility and Accommodation guidance document and that does not change the construct being measured by the test, the school may request approval for use of the accommodation using this request form. If approved, the accommodation must be listed in the Individual Education Plan (IEP) or 504 plan for a student with a disability or the English Learner plan, if applicable.

To request approval for a unique accommodation, this form must be completed and uploaded to EdTools by the principal or district primary testing coordinator, or designee, at least six weeks prior to testing to ensure a timely state response is received. Do not email this form. Once the form is uploaded, email tned.assessment@tn.gov A copy of this form must be kept in the student's file and, if appropriate, retained at the district office.

Contact Information	
District/School Name:	District/School Number:
Name of Principal/Designee or District/LEA Assessment Coordinator:	Date:
Email:	Contact Number:
Student Information	
Student Name:	State ID Number:
Grade:	DOB:
Indicate Type of Plan: IEP 504 Plan English Learner	
TNReady Test Administration	
For which TNReady Assessment are you seeking approval to use the unique accommodation?	
Provide a brief description of the accommodation for which you are requesting approval:	
Describe evidence that supports the need for this accommodation, including how it is used by the student in the classroom and on other assessments:	

Appendix C: Decision-making Tool for Paper Based Testing

<table>
<tr><td colspan="2">The following decision guidance may be used to inform teams when the team may request a Paper Based Testing option.
Student: _____ District/School:_____</td></tr>
<tr><td colspan="2">Does the student have one of the following conditions:</td></tr>
<tr><td>Blindness or a Visual Impairment</td><td>Medical Condition or an Orthopedic Impairment</td></tr>
<tr><td colspan="2">If Yes, see corresponding columns below. If No, stop--student is not eligible to receive a paper based test due to his or her disability.</td></tr>
<tr><td>Yes-the student is blind or significantly visually impaired</td><td>Yes-the student has a medical condition or orthopedic impairment which precludes access to the online platform</td></tr>
<tr><td>Please answer the following questions:
Step One: Zoom
▪ Was the student provided multiple opportunities during multiple sessions to use the zoom tool?
Yes - Did the tool provide adequate access?
If yes, stop.
If no, move to step two.
No - Stop. Student must be provided the least restrictive option first.

Step Two: Increased Font Size, in addition to Zoom
▪ If the zoom tool did not provide adequate access, was the student provided multiple opportunities during multiple sessions to use increased font size in addition to the zoom tool?
Yes - What was the outcome of this opportunity?
No - Stop. Student must be provided the least restrictive option first.

Step Three: Magnification Tool, in addition to Zoom and Increased Font Size
▪ If increased font size in addition to the zoom tool did not provide adequate access, was the student provided multiple opportunities during multiple sessions to use the magnification bubble in conjunction with zoom and increased font size?
Yes - What was the outcome of this opportunity?
If unsuccessful, submit a unique accommodation request with all supporting evidence to request a PDF.
No - Stop. Student must be provided the least restrictive option first.</td><td>Please answer the following questions:
Step One: Doctor Statement
▪ Does the student have a recent doctor's statement or IEP or 504 plan evaluation to verify the student's disability?
Yes - Proceed to the next question.
No - A current doctor's statement or IEP or 504 plan evaluation is required before this condition will be considered.

Step Two: Other attempted accommodations
▪ Can the student access the online assessment if provided multiple breaks, appropriate lighting, special time of day, and/or assistive technology?
Yes - Stop. Student can be accommodated without the need for a PDF.
No - List other accommodations attempted and outcomes of each.
If listed accommodations do not provide access to the online testing platform, proceed to Step Three.

Step Three: Other devices
▪ Is the student able to use a tablet or a Chromebook?
Yes - Stop. Student is able to access TNReady via tablet or Chrome book.
No - If student is unable to access TNReady via alternate devices and steps one and two have also proven ineffective, submit a unique accommodation request form with all supporting evidence to request a PDF.</td></tr>
</table>

Appendix D: Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an accommodation, providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

   _____

2. Explain what you do well in this class.

   _____

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

_____

4. What's the hardest part of this class for you?

_____

The things you said were hardest are areas you need to work on during the school year. For example, you may have listed paying attention in class, reading a book, taking tests, listening, staying in your seat, remembering new information, doing homework, or doing work in groups.

These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Classes Accommodations

1._____

2._____

3._____

4._____

5._____

Appendix E: Sample Parent Notification Letter of the Statewide Accommodation Change

Dear Parent/Guardian,

After the 2014-15 school year, Tennessee will be replacing the TCAP Achievement and the TCAP End of Course with the Tennessee Ready (TNReady) for Language Arts and Mathematics. This change in testing may impact your child's individualized education plan (IEP). Your child's current IEP may need to be updated to reflect this new assessment and ensure that he/she is receiving the appropriate accommodations on the new assessment. The purpose of this letter is to inform you of the most recent allowable test accommodations and any changes needed to your child's accommodations in the IEP.

Many accommodations that were previously included on the IEP may already be incorporated into the new TNReady Test or may be available to all students. To help ensure that we are providing accommodations appropriate for your child on theTNReady Test, it is necessary to amend your child's IEP.

The IDEA regulation at 34 C.F.R. § 300.160(b), regarding participation in assessments, provides that states must ensure that all children with disabilities are included in all general state and district-wide assessment programs with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs. Additionally, Section 614(d)(3)(D) of H.R. 1350, the revised Individuals with Disabilities Education Act, the "IDEA," provides as follows: In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the public agency (school district) may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. Such changes may be made by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

The Tennessee Department of Education has developed guidelines for the provision of appropriate accommodations. The guidelines were communicated to local education agencies and IEP teams were instructed to identify only the accommodations that do not invalidate test scores.

If you have any questions or wish to discuss these changes rather than amend the IEP through use of the statewide process, please contact _____at _____ . A list of the changes due to new accessibly and accommodation guidance are attached to this letter.

Tab 3

Module Three:

Early Grades Literacy and Math

On Tab, write “Early Grades”

Key Questions:

What key instructional content must leaders understand to ensure teachers are supporting PreK-2 students' progress toward successful mastery in third grade?

What skills will set apart those students who arrive in third grade prepared for mastery from those who will struggle?

Teacher Training Top Take-Aways
(Early Grades)

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major "look for" areas in your classroom observations during the 2015-16 school year:

- The path to mastery begins in PreK. Reading comprehension is critical to student success at any level; however, **listening comprehension must precede reading comprehension**. The skilled early grades teacher understands that listening comprehension is developed through **regular exposure to meaningful read-aloud experiences**. These read-aloud experiences must come from books that are appropriately complex and contain rich, rigorous vocabulary.

- As students move into the primary grades, they must also receive **direct, explicit instruction in specific reading skills** in order to gain the phonological awareness, decoding, and sight recognition skills required for reading fluency. There is a science to teaching reading, one that requires attention to detail and sequence.

- **Two visual models** provide us with a conceptual understanding of the process and skills young children move through as they learn to read. The **Simple View of Reading** provides a visual model of the process of learning to read, representing Reading Comprehension as the product of Listening Comprehension and Decoding. **Scarborough's Rope** provides an additional visual model, illustrating the many components needed to become a fluent reader. This illustration reminds us that skilled reading comes from a combination of language comprehension skills and word recognition skills. As the language comprehension knowledge becomes increasingly strategic, the word recognition becomes increasingly automatic (Scarborough, 2001)

- Just as in reading acquisition, there are essential building blocks to a conceptual understanding of mathematics. ***Number sense*** **and a basic understanding of place value is as important to understanding mathematics as the alphabetic principle is to reading**.

"Toward Building Mastery..."

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What is Phonological Study?
The Simple View of Reading
Strategies for Phonological Study
Phonological Study and Comprehension

Module 4: Supporting Comprehension through Decoding

What is Decoding?
Teaching Decoding
Sample Lesson Plan
Decodable Texts and Comprehension

Module 5: Supporting Comprehension through Sight Recognition

What is Sight Recognition?
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Module 6: Mathematical Knowledge for Teaching

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What Math Knowledge Does Teaching Require?

Module 7: Deep Dive into Mathematics

Big Ideas for Place Value
Fluency
Foundational Ideas of Place Value
Strategies to Help
Revisiting Math Tasks
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Reinforcing Ten as a Unit with Representations
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Knowledge, Skills, and Habits
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Strategies for Building Background Knowledge
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Summary: Supporting Students' Listening and Language Comprehension during Read Alouds

Module 2c: Repeated Reading and Close Reading

Sample Lesson Plans
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Module 3: Supporting Comprehension through Phonological Awareness

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Module 5: Supporting Comprehension through Sight Recognition

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Connections between Representations
Seeing Ten as a Unit Without Reliance on Models

3rd Grade TCAP Writing Task

Student Directions

Today you will be taking the Grade 3 Writing Task. The task is made up of two texts and a prompt about those texts. You are to plan and write an essay about the texts according to the instructions provided. Your essay will be scored as a rough draft, but you should watch for careless errors.

There are some important things to remember as you complete the task:

- The time you have for reading both texts and answering the prompt will be 90 minutes.
- Read the prompt carefully and think about the best way to answer it.
- Type your essay using the computer at which you are sitting.
- Write only about the texts and prompt you are given.
- You may use the blank paper provided to you for pre-writing activities and notes, but only responses typed on the computer will be scored.

Topic

Penguins often live in very cold places. These places can affect their lives. This task will address Emperor penguins and little penguins and how they both live.

Texts

- **"The Emperors' Challenge"** by Deborah Churchman
- **"Waiting for the Little Penguins"** by Vijayalakshmi Chary

**Please note that this task has been modified from the version that appears on the MIST platform and at http://tncore.org/sites/www/Uploads/ELA_Tasks/K_3/Grade3Practice2Penguins.pdf in order to fit in this training material. For the final version, please visit the link above.*

The Emperors' Challenge

By Deborah Churchman

Text 1 Introduction

In "The Emperors' Challenge" by Deborah Churchman, the author discusses Emperor penguins and the challenges of penguin life.

Out of the Water

Emperor penguins can't fly, but they're astonishing swimmers and divers. They can dive deeper than any other kind of bird—down to 1,800 feet (550 m). And they can stay underwater for up to 22 minutes!

The birds spend their summers in the chilly Antarctic Ocean, diving for fish, krill, and squid. But as the days get shorter and the ice thickens, the birds leap out of the water. . . . and head inland. . . .

Egg-Sitting

At the penguin colony, males and females call, waddle, and bow to each other. Finally, most of them pair up. . . . A couple of months later, the female lays an egg. She holds it on her feet to keep it from touching the ice. (If she drops the egg, it will freeze in less than two minutes!)

Then she and her mate do a very difficult thing. They stand very close together, and the male uses his bill to move the egg from the female's feet to his feet. He scoots the egg next to his bare-skinned brood patch[1], and covers it with his long belly feathers.

By this time, none of the penguins has eaten for two months. Just laying her egg has used a lot of each female's energy, so she must return to the ocean to feed. Her mate stays—for two *more* months. He shuffles around through wind and storm with the egg on his feet, trying to keep it from freezing.

[1] brood patch: a flap of loose skin that keeps the eggs warm

The Chick, At Last!

Finally, the chick inside begins to peck its way out. Soon it's resting safely.
About this time, its mother comes back—and has to find her family in the huge, noisy colony. She finds them by listening for her partner's call. She then meets her baby for the first time. The baby whistles, Mom opens her mouth, and—erp!—she brings up a big, fishy meal for her little one.

By this time, the male has lost up to a third of his weight. He transfers the baby to its mother's feet and waddles off on the long journey back to the ocean to feed.

Waiting for the Little Penguins

By Vijayalakshmi Chary

Text 2 Introduction

In **"**Waiting for the Little Penguins" by Vijayalakshmi Chary, the author describes the challenges of the daily journey of the smallest penguins in the world.

Bottled-nosed dolphins, green sea turtles, brightly colored fish, and the coral reef are all part of Australia, ocean life. Did you know that the little penguins[2] are too?

At the Phillip Island Nature Park near Melbourne, visitors bundle up in jackets, scarves, and mittens. They have come to see the little penguins. After walking along a high boardwalk, they huddle on the bleachers at Summerland Beach. They keep their eyes glued to the sea, and they wait.

Behind the waves, the little penguins call one another and group together. After dark, groups of royal blue and white, little penguins appear on the seashore. These groups are called rafts. Little penguins are safer when they are in rafts; in one raft there can be as few as three or as many as 300 penguins! Many rafts appear scattered along the beach. Within three hours, 26,000 little penguins come home from the sea!

Once they are on the beach, the little penguins trudge through the bumpy sand to their separate burrows on the sand dunes. This long, hard trek from the sea to their burrow is a dangerous one because predators are nearby. Dogs and foxes can smell them. White-breasted sea eagles and Pacific gulls can spot them. Darkness helps protect them because it is harder to see them.

The little penguins search for their burrows as the visitors walk back on the boardwalk. They waddle a few feet, stop, look, and plod along again. "Huk, huk!" The little penguins are calling one another. A penguin colony is a noisy one. Some little penguins are fighting over burrows. Some are calling their mates. . . .

Every morning before sunrise, the little penguins hurry across the sand in the opposite direction of the night before. This time they splash into the cool sea.

---

[2] little penguins: the smallest penguins in the world.

The little penguin is a quick swimmer and excellent diver. All day long, it hunts for small fish, squid, and crab larvae[3]. After it captures a prey, a few jerks of the penguin's head can swallow a fish up to 15 centimeters long—almost half its height! But it must take care in the sea too. It can become a nice meal for a hungry shark or a leopard seal.

After a long day at sea, the little penguins swim once again towards the seashore, calling one another. Just before sunset, many bundled visitors gather on the bleachers. They keep their eyes glued to the sea. They wait for the little penguins again.

[3] crab larvae: early form of crabs.

Writing Prompt

You have now read two texts about penguins and their lives:

- **"**The Emperors' Challenge**"** by Deborah Churchman
- **"**Waiting for the Little Penguins**"** by Vijayalakshmi Chary

Write an opinion essay about which group of penguins has a more difficult time living in its environment. Be sure to use facts and details from both texts to support your opinion. Follow the conventions of standard written English. Write your essay in the space provided.

Knowledge, Skills and Habits

What knowledge, skills, and habits do students need to be successful on this 3rd grade task, given the demands of the standards?

Knowledge	Skills	Habits

Preparing for 3rd Grade

What do students need to be doing in 1st grade or 2nd grade so that they are prepared to be successful in 3rd grade? Use the standards to backwards map.

Informational Text	
Foundational Skills	
Writing	
Speaking and Listening	
Language	

Student Comprehension

Big Idea

To be successful, in current and future grade levels, students must comprehend what they listen to and read. Students must understand that comprehending, or understanding, is the purpose for reading and listening.

- Improving Reading Comprehension in Kindergarten Through 3rd grade: A Practice Guide
Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

Recommendation 1

Teach students how to use reading comprehension strategies.

- Teach students how to use several research-based reading comprehension strategies.
- Teach reading comprehension strategies individually or in combination.
- Teach reading comprehension strategies by using a gradual release of responsibility.

Recommendation 2

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

- Explain how to identify and connect the parts of narrative texts.
- Provide instruction on common structures of informational texts.

Recommendation 3

Guide students through focused, high-quality discussion on the meaning of text.

- Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.
- Develop discussion questions that require students to think deeply about text.
- Ask follow-up questions to encourage and facilitate discussion.
- Have students lead structured small-group discussions.

Recommendation 4

Select texts purposefully to support comprehension development.

- Teach reading comprehension with multiple genres of text.
- Choose texts of high quality with richness and depth of ideas and information.
- Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and the instructional activity.
- Use texts that support the purpose of instruction.

Recommendation 5

Establish an engaging and motivating context in which to teach reading comprehension.

- Help students discover the purpose and benefits of reading.
- Create opportunities for students to see themselves as successful readers.
- Give students reading choices.
- Give students the opportunity to learn by collaborating with their peers.

Reflect on Current Implementation of Read Alouds

Self-Assessment of Read Aloud Practices: What's Familiar? What's New? *Using read alouds is a strategy that may be familiar and you use already. We recognize that as practicing teachers you bring a wealth of knowledge about effective comprehension instruction. This list is not evaluative but a formative assessment (for just you) to identify which ideas or combinations may be familiar or new. The purpose is to help you focus your learning on what may be new ideas for you, as you participate in this course. Thank you for taking the time to complete this.*	Rate yourself 1-4: 1—I do this often 2—occasionally 3—have tried it 4—haven't tried yet
Text Complexity	
I pre-assess students' background/subject knowledge before selecting a text.	1 2 3 4
I provide student choice in text selection.	1 2 3 4
I expose students to more complex texts for read alouds.	1 2 3 4
I choose texts based upon all of the text complexity measures (quantitative, qualitative, reader task).	1 2 3 4
I incorporate appropriately complex literature and information texts equally.	1 2 3 4
Listening Comprehension	
I plan purposeful pauses throughout the reading for student "think time" and responses.	1 2 3 4
I use prosody to increase engagement and listening comprehension.	1 2 3 4
I implement phonology, syntax, semantics and text structure strategies to increase listening comprehension.	1 2 3 4
I plan aural, oral and writing activities that increase listening comprehension.	1 2 3 4
Promoting Vocabulary Acquisition and Development During Read Alouds	
I model think aloud strategies when reading unknown words in a text.	1 2 3 4
I purposefully integrate vocabulary instruction into my read alouds.	1 2 3 4
I pre-teach vocabulary words to help build students' background knowledge.	1 2 3 4
I choose my vocabulary from trade books not from a specified list.	1 2 3 4
I encourage my students to make connections from unknown to known words.	1 2 3 4
I have students use gestures and images to improve vocabulary retention.	1 2 3 4
I incorporate vocabulary strategies that encourage students to use the vocabulary in their everyday speaking and writing.	1 2 3 4
I use graphic organizers to help students build relationships between words.	1 2 3 4
Questioning and Discussion	
I teach students how to take turns appropriately in discussions.	1 2 3 4
I model think aloud strategies when beginning discussion and questioning in a read aloud.	1 2 3 4
I incorporate turn and talk strategies throughout reading to ensure comprehension.	1 2 3 4
I teach students how to offer structured, constructive peer feedback.	1 2 3 4
I use higher-order thinking questions that prompt students to make inferences based upon the text.	1 2 3 4
I assist students in formulating questions and discussion topics that relate text to self and text-to-text.	1 2 3 4
I provide regular feedback on student questioning and discussions.	1 2 3 4
I confer with students in small groups or individually.	1 2 3 4
TNCore Resources	
I know how to navigate the TNCore site to find resources for listening comprehension.	1 2 3 4
I have used the TNCore reading units in my classroom.	1 2 3 4
I incorporate multi-media into my classroom daily.	1 2 3 4

Text Complexity Measures

- **Qualitative Measures** include levels of meaning, language conventionality and clarity and knowledge demands
- **Quantitative Measures** include readability measure and other scores
- **Reader and Task** measures reader variables (motivation, knowledge, experience), task assigned, questions posed

- Corestandards.org

Qualitative Measures

- Structure, language demands and conventions, knowledge demands, levels of meaning/purpose
- Measured best by an attentive human reader

Quantitative Measures

- Word length, word frequency, word difficulty, sentence length, text length, text cohesion
- Typically measured by computer software

Reader and Task

- Motivation, knowledge and experience, purpose for reading, complexity of the task assigned regarding the text, complexity of the questions asked regarding the text
- Measured best by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

- http://www.teachingthecore.com/common-core-text-complexity-trian

Promoting Vocabulary Acquisition and Development During Read Alouds

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

Instruction in vocabulary involves far more than looking up words in a dictionary (very ineffective strategy)and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program:

1.Wide or extensive independent reading to expand word knowledge
2.Instruction in specific words to enhance comprehension of texts containing those words
3.Instruction in independent word-learning strategies, and
4.Word consciousness and word-play activities to motivate and enhance learning

Research

Vocabulary is the words children must know to communicate effectively. It can be described as oral vocabulary or reading vocabulary, and it plays an important role in word recognition. Our beginning readers use knowledge of words from speech to recognize words that they encounter in print. When children 'sound out' a word, their brain is working hard to connect the pronunciation of a sequence of sounds to a word in their vocabulary. If they find a match between the word on the page and a word in they have learned through listening and speaking, and it makes sense to them, they will keep reading. If they are unable to do this, their comprehension is interrupted. If a match is not created, because the word they are reading is not found in their vocabulary, comprehension is interrupted.

This is also true even if they are to generate the correct pronunciation through the use of decoding strategies. Vocabulary is important for reading to learn as well as learning to read. For understanding of text, students need to be familiar with the meaning of at least 95%of words in any book or passage they read. Decoding instruction by itself will not guarantee that students will gather enough meaning to learn from what they are reading. Decoding instruction is critical, but it is not the only factor that affects reading achievement.

Read-Aloud Discussion Questions

Before the read-aloud

- What can you tell me about (topic)?
- Who can tell me what a (…) is?
- Has anyone ever seen a (…)? Tell us about it.
- Has anyone ever (…)? Tell us about it.
- Why do you think I chose this book to read to you?
- Why might I want to read this book?
- What do you think this book might be about?
- What do you want to find out about (…)?

During the read-aloud

- Does this remind you of anything you've read in your textbook or discussed in class? How does it related to that?
- What does (…) mean?
- Why do you think that happened the way it did?
- Why do you think they (said/did) that?
- Why do you think that is important?
- What do you notice in this illustration?

After the read-aloud

- What did you notice in the book?
- What does the book remind you of in your own life?
- What would you tell a good friend about this book?
- What is your favorite illustration? Why?
- How is this person's life like your?
- How is it different?
- What do you think might have happened it (…)?
- How is this book like another you have read? How is it different? Which one do you like better?
- What did you learn from this book that surprised you or you did not know before?
- What do you think is the most important information in this book?
- How does this relate to what you've read in your textbook or discussed in class?

Types of vocabulary

Researchers often refer to four types of vocabulary. Each of these is used for improvement of comprehension.

- Listening vocabulary-the words we need to know to understand what we hear.
- Speaking vocabulary-the words we use when we speak.
- Reading vocabulary-the words we need to know to understand what we read.
- Writing vocabulary-the words we use in writing.

-Armbruster, B. and Osborn, J., 2001. Put Reading First.

- Only 10,000 different words account for about 96% of words in spoken English.
- The number of different words in popular, contemporary, print is at least 1,000,000.
- If conversational levels of spoken language were reflected in print, we would be limited to a reading level equivalent to Grade 4 or below. Clearly, written language is more sophisticated, consistent, and exact than spoken language.
- There are more rare words in print than speech.

For example, only 68 out of a thousand words in a newspaper are rare words. In the oral vocabulary represented during Adult Prime Time television, only 23 out of every thousand words are rare.

- Students in 5th grade who read an average of 65 minutes a day, ranked in the 98th percentile of a norm-referenced assessment, and added an average of 4,358,000 words totheir vocabulary in a year. Students scoring in the 50th percentile range read only an average of 4.6 minute a day, adding 308,000 words to their vocabulary in a year's time. Students who averaged 0.1 minutes of reading a day, as you would expect, ranked in the lowest 10th percentile and only added a mere 6,700 words to their vocabulary in the same year's time.

-Hurst, Stacy. Reading Horizons. 2012

Close Reading…

Close Reading requires students to get truly involved with the text they are reading. The purpose is to teach them to notice features and language used by the author. Close Reading is a careful and purposeful rereading of a text to comprehend the text at a much deeper level.

First Read

•What's the main idea?
•Can you summarize the text?
•What jumps out at your from the text?
•What questions do you have from the first read?

Second Read

•What text structures and text features were used in the text?
•What is the author's purpose?
•How does the author feel about the subject?
•Why did the author use particular words and phrases throughout the text?

Third Read

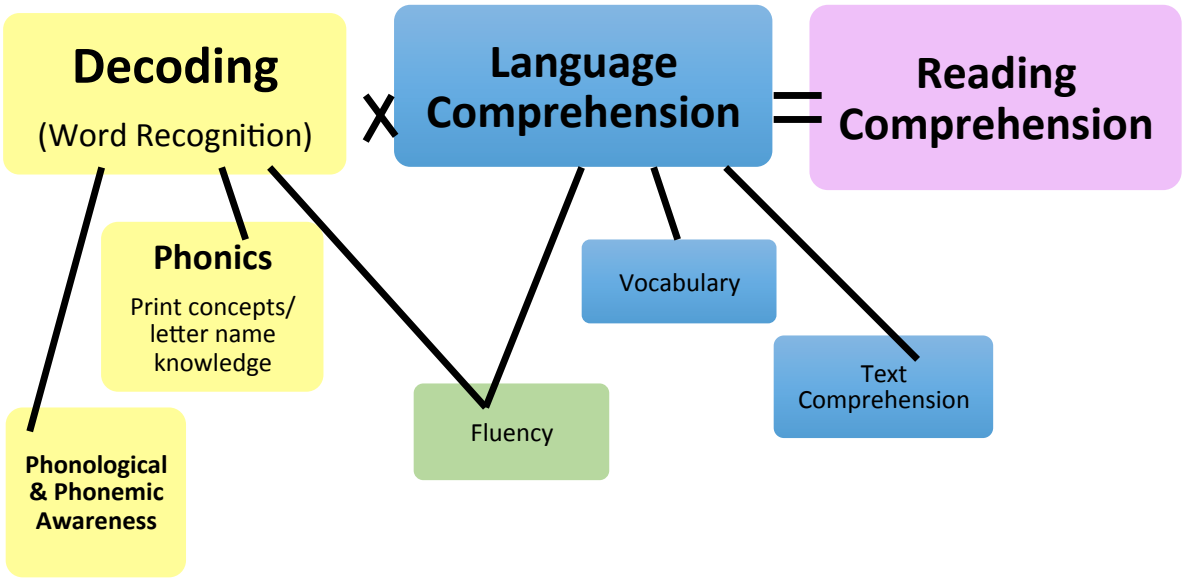
•What inferences can you make from the text?
•How does the author support key points?
•How does this text relate to other texts you have read?
•What is the relevance of the text? How does it relate to your life?

Writing Alignment

The expectation is every unit lesson will culminate in a responsive writing activity.
In kindergarten, students should use a combination of drawing, dictating, and writing with prompting and support.

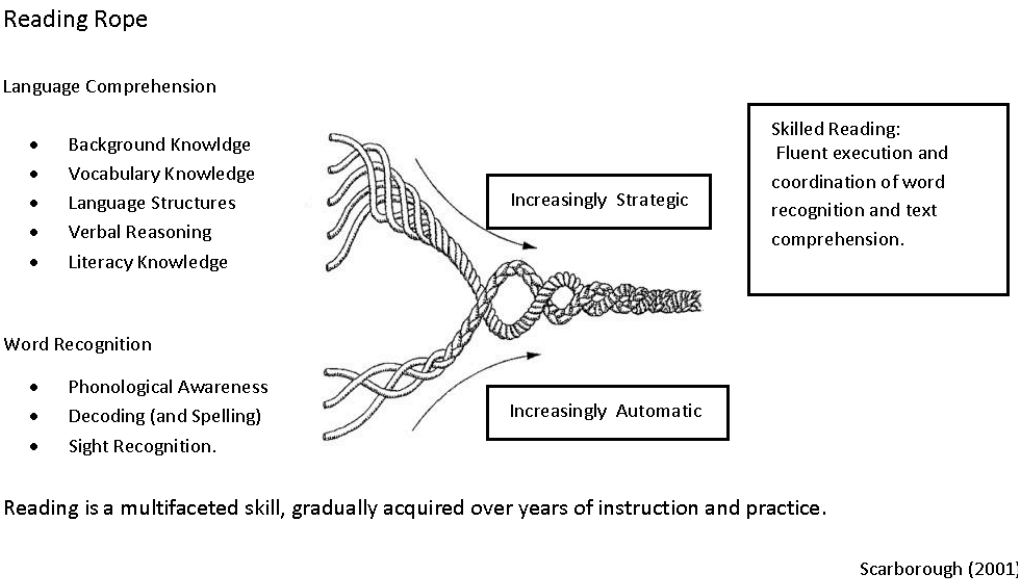
In PreK, teacher modeling and support is used with a combination of drawing, dictating, and emergent writing.

The Simple View of Reading



- Reading comprehension is the product of *both* decoding and language comprehension.
- "Five Essential Components" were named by the National Reading Panel (2000).
- The end goal of reading is to gain meaning.
- Students must read words accurately and fluently to comprehend, and they must understand language in order to comprehend what they decode.
- In Pre-K/K we must address these as listening comprehension skills during read alouds with complex texts to prepare our students for reading comprehension acquisition later.

Scarborough's Reading Rope



- There are two main strands of the Reading Rope: Language Comprehension and Word Recognition.
- Language Comprehension continues to develop throughout one's lifetime becoming increasingly strategic.
- As Word Recognition develops it becomes increasingly automatic.
- If any of the strands of the rope are weak it alters the strength of the entire rope.
- In Pre-K/K we must address these same skills during read alouds with complex texts to increase listening comprehension in order to prepare our students for reading comprehension acquisition later.

Big Ideas for Place Value (Van de Walle, 2013)

1. Sets of ten (and tens of tens) can be perceived as single entities or units.
2. The positions of digits in numbers determine what they represent—which size group they count. This is the major organizing principle of place□value numeration and is central to developing number sense.
3. There are patterns to the way that numbers are formed.
4. The groupings of ones, tens, and hundreds can be taken apart in different but equivalent ways. Decomposing and composing multi-digit numbers in flexible ways is a necessary foundation for computational estimation and exact computation.
5. Children progress through three levels of understanding the concept of "ten" starting with understanding ten not as a unit but only as ten ones. They then move to seeing ten as a unit but rely on physical or mental reconstructions of models to help them work with units of ten. Finally, they are able to easily work with units of ten without the need of physical or mental reconstructions of base□ten models.
6. Children's ability to label the tens place and the ones place or to count by tens does not guarantee that they understand that one ten is the same as ten ones.

Foundational Ideas of Place Value

Why do we have counting standards?

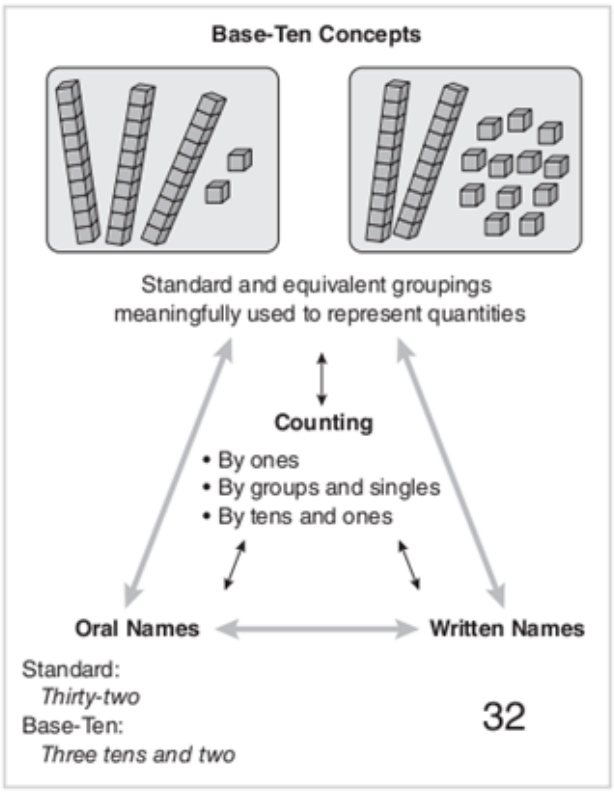
Counting plays a key role in connecting the concept of quantity with symbols and word names. Counting is first developed and reinforced in Pre-K and Kindergarten through the Counting and Cardinality domain. Students extend their work with counting, and reading and writing numerals in first and second grade through the NBT domain (1.NBT.1, 2.NBT.2). Throughout these grades, students will increase their counting complexity from counting by ones, to counting by groups and singles, to counting by tens and ones.

- "Count by ones" approach--When adding and subtracting, strategies are based on counting only by ones.
- Before base-ten ideas develop, counting by ones is the only approach by which children can be convinced that all three sets are the same amount.
- 10 is viewed as 10 ones and not as a unit (18 is seen as 18 ones, not as a 10 and 8 ones)

Consider three representations of 32:

View #1	View #2	View #3

Relational Understanding of Place Value



We want students to have a relational understanding of place value which integrates three components: base-ten concepts, oral names for numbers, and written names for numbers.

Van de Walle, 2013

Misconceptions

"Children are often able to disguise their lack of understanding of place value by following directions, using the tens and ones pieces in prescribed ways, and using the language of place value." Van de Walle, 2013

Tab 4

Module Four:

Literacy in English Language Arts and Social Studies

On Tab, write “Literacy”

Key Questions:

How can English language arts and writing practices support the literacy shifts in the new social studies standards?

What strategies and materials will be available to help educators support students in ELA and social studies for grades 3-5?

Teacher Training Top Take-Aways
(ELA and Social Studies: Literacy)

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major "look for" areas in your classroom observations during the 2015-16 school year:

- **Reading and writing are a connective process** and should not be isolated from one another in instruction.
- Writing should happen everyday in **big ways and small ways**.
- Students' abilities to **read complex text and respond in writing** need to scaffolded over time. Students need to be engaged in increasingly difficult tasks to build stamina and perseverance.
- The new social studies standards employ new process standards and expect elementary students to **gain original knowledge from social studies experiences**.
- Students must be able to **gain evidence for explanatory and opinion writing from both primary source texts**. Complex, primary source texts can be historic photographs as well as informational texts.
- Social studies tasks help students **develop the relationship necessary between writing and reading informational texts**.
- High quality social studies lessons include **texts, tasks and talk**. Students should be engaged in all three activities daily.
- Many resources exist to create **high quality texts** and are included in social studies learning leader training.

"High quality culminating writing tasks and reading assignments will engage students, build stamina, and predict performance."

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TIDE

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My Mother Never Worked Essay 2 (Weak)
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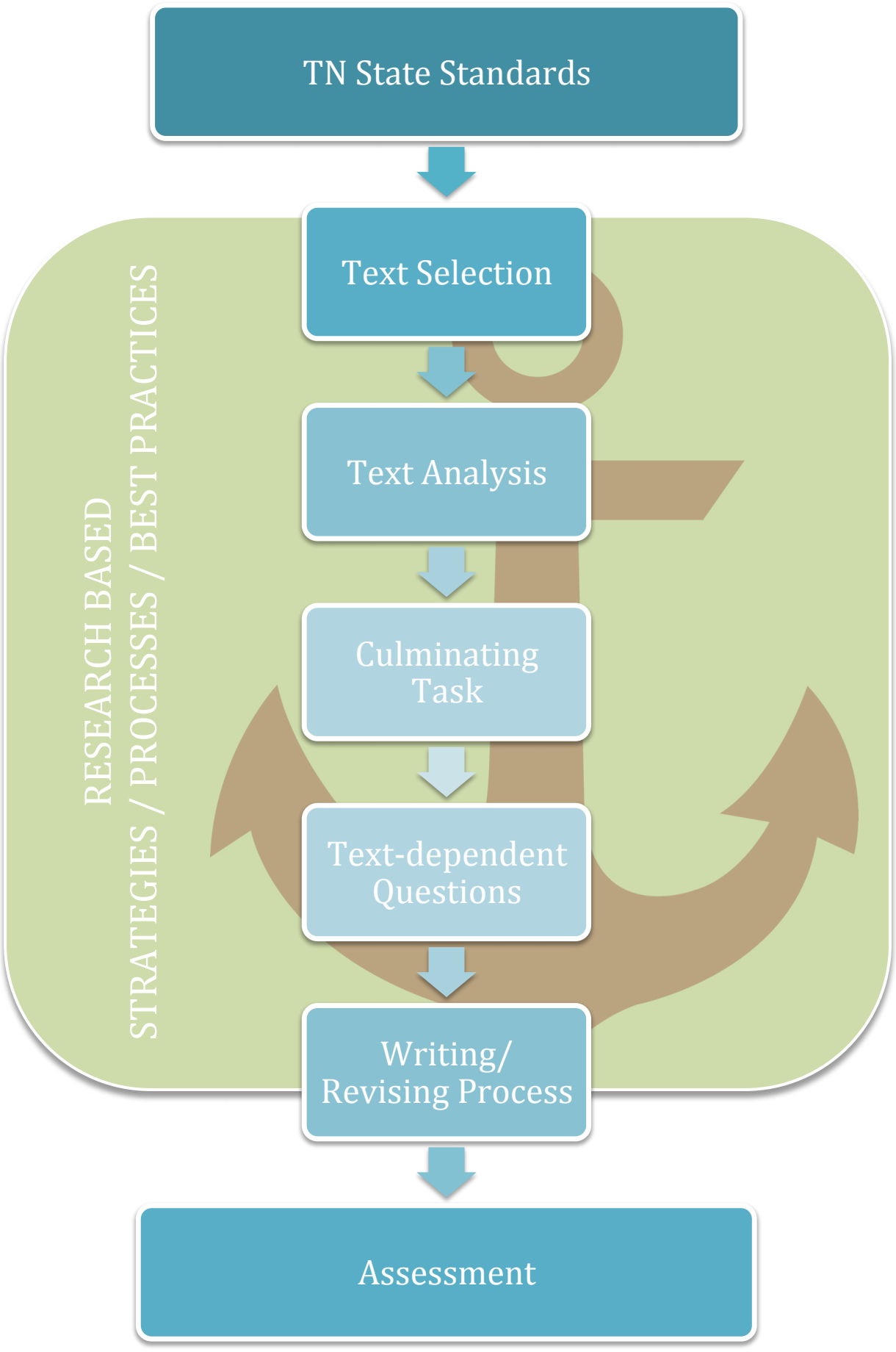


A Report to Carnegie Corporation of New York

WRITING NEXT

EFFECTIVE STRATEGIES TO IMPROVE WRITING OF ADOLESCENTS IN MIDDLE AND HIGH SCHOOLS

By Steve Graham and Dolores Perin

ALLIANCE FOR EXCELLENT EDUCATION

FOREWORD

Around the world, from the cave paintings in Lascaux, France, which may be 25,000 years old, to the images left behind by the lost Pueblo cultures of the American Southwest, to the ancient aboriginal art of Australia, the most common pictograph found in rock paintings is the human hand. Coupled with pictures of animals, with human forms, with a starry night sky or other images that today we can only identify as abstract, we look at these men's and women's hands, along with smaller prints that perhaps belong to children, and cannot help but be deeply moved by the urge of our ancestors to leave some permanent imprint of themselves behind.

Clearly, the instinct for human beings to express their feelings, their thoughts, and their experiences in some lasting form has been with us for a very long time. This urge eventually manifested itself in the creation of the first alphabet, which many attribute to the Phoenicians. When people also began to recognize the concept of time, their desire to express themselves became intertwined with the sense of wanting to leave behind a legacy, a message about who they were, what they had done and seen, and even what they believed in. Whether inscribed on rock, carved in cuneiform, painted in hieroglyphics, or written with the aid of the alphabet, the instinct to write down everything from mundane commercial transactions to routine daily occurrences to the most transcendent ideas—and then to have others read them, as well as to read what others have written—is not simply a way of transferring information from one person to another, one generation to the next. It is a process of learning and hence, of education.

Ariel and Will Durant were right when they said, "Education is the transmission of civilization." Putting our current challenges into historical context, it is obvious that if today's youngsters cannot read with understanding, think about and analyze what they've read, and then write clearly and effectively about what they've learned and what they think, then they may never be able to do justice to their talents and their potential. (In that regard, the etymology of the word *education*, which is to draw out and draw forth—from oneself, for example—is certainly evocative.) Indeed, young people who do not have the ability to transform thoughts, experiences, and ideas into written words are in danger of losing touch with the joy of inquiry, the sense of intellectual curiosity, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity. What that means for all of us is that the essential educative transmissions that have been passed along century after century, generation after generation, are in danger of fading away, or even falling silent.

In a recent report, the National Commission on Writing also addresses this concern. They say, "If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write."

It is in this connection that I am pleased to introduce *Writing Next*. As the report warns, American students today are not meeting even basic writing standards, and their teachers are often at a loss for how to help them. In an age overwhelmed by information (we are told, for example, that all available information doubles every two to three years), we should view this as a crisis, because the ability to read, comprehend, and write—in other words, to organize information into *knowledge*—can be viewed as tantamount to a survival skill. Why? Because in the decades ahead, Americans face yet another challenge: how to keep our democracy and our society from being divided not only between rich and poor, but also between those who have access to information and knowledge, and thus, to power—the power of enlightenment, the power of self-improvement and self-assertion, the power to achieve upward mobility, and the power over their own lives and their families' ability to thrive and succeed—and those who do not.

Such an uncrossable divide will have devastating consequences for the future of America. Those who enrich themselves by learning to read with understanding and write with skill and clarity do so not only for themselves and their families, but for our nation as well. They learn in order to preserve and enhance the record of humanity, to be productive members of a larger community, to be good citizens and good ancestors to those who will follow after them. In an age of globalization, when economies sink or swim on their ability to mine and manage knowledge, as do both individual and national security, we cannot afford to let this generation of ours or indeed, any other, fall behind the learning curve. Let me bring us back to where we began: For all of us, the handprint must remain firmly and clearly on the wall.

Vartan Gregorian
President, Carnegie Corporation of New York

EXECUTIVE SUMMARY

A Writing Proficiency Crisis

Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. Yet every year in the United States large numbers of adolescents graduate from high school unable to write at the basic levels required by colleges or employers. In addition, every school day 7,000 young people drop out of high school (Alliance for Excellent Education, 2006), many of them because they lack the basic literacy skills to meet the growing demands of the high school curriculum (Kamil, 2003; Snow & Biancarosa, 2003). Because the definition of *literacy* includes both reading and writing skills, poor writing proficiency should be recognized as an intrinsic part of this national literacy crisis.

This report offers a number of specific teaching techniques that research suggests will help 4th- to 12th-grade students in our nation's schools. The report focuses on all students, not just those who display writing difficulties, although this latter group is deservedly the focus of much attention. The premise of this report is that all students need to become proficient and flexible writers. In this report, the term *low-achieving writers* is used to refer to students whose writing skills are not adequate to meet classroom demands. Some of these low-achieving writers have been identified as having learning disabilities; others are the "silent majority" who lack writing proficiency but do not receive additional help. As will be seen in this report, some studies investigate the effects of writing instruction on groups of students across the full range of ability, from more effective to less effective writers, while others focus specifically on individuals with low writing proficiency.

Recent reports by the National Commission on Writing (2003, 2004, 2005) have helped to bring the importance of writing proficiency forward into the public consciousness. These reports provide a jumping-off point for thinking about how to improve writing instruction for all young people, with a special focus on struggling readers. *Reading Next* (Biancarosa & Snow, 2004), commissioned by Carnegie Corporation of New York, used up-to-date research to highlight a number of key elements seen as essential to improving reading instruction for adolescents (defined as grades 4–12). *Writing Next* sets out to provide guidance for improving writing instruction for adolescents, a topic that has previously not received enough attention from researchers or educators.

While *Reading Next* presented general methods and interventions that several of America's most respected adolescent literacy experts found to be useful for improving reading instruction, *Writing Next* highlights specific teaching techniques that work in the classroom. It does so by summarizing the results of a large-scale statistical review of research into the effects of specific types of writing instruction on adolescents' writing proficiency. Although several important reviews of research on writing instruction exist (e.g., Langer & Applebee, 1987; Levy & Ransdell, 1996; MacArthur, Graham, & Fitzgerald, 2006; Smagorinsky, 2006), the special strength of this report is its use of a powerful statistical method known as meta-analysis. This technique allows researchers to determine the *consistency* and *strength* of the effects of instructional practices on student writing quality and to highlight those practices that hold the most promise.

The Recommendations

Eleven Elements of Effective Adolescent Writing Instruction

This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum.

1. **Writing Strategies,** which involves teaching students strategies for planning, revising, and editing their compositions

2. **Summarization,** which involves explicitly and systematically teaching students how to summarize texts

3. **Collaborative Writing,** which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions

4. **Specific Product Goals,** which assigns students specific, reachable goals for the writing they are to complete

5. **Word Processing,** which uses computers and word processors as instructional supports for writing assignments

6. **Sentence Combining,** which involves teaching students to construct more complex, sophisticated sentences

7. **Prewriting,** which engages students in activities designed to help them generate or organize ideas for their composition

8. **Inquiry Activities,** which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task

9. **Process Writing Approach,** which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

10. **Study of Models,** which provides students with opportunities to read, analyze, and emulate models of good writing

11. **Writing for Content Learning,** which uses writing as a tool for learning content material

The *Writing Next* elements do not constitute a full writing curriculum, any more than the *Reading Next* elements did for reading. However, all of the *Writing Next* instructional elements have shown clear results for improving students' writing. They can be combined in flexible ways to strengthen adolescents' literacy development. The authors hope that besides providing research-supported information about effective writing instruction for classroom teachers, this report will stimulate discussion and action at policy and research levels, leading to solid improvements in writing instruction in grades 4 to 12 nationwide.

INTRODUCTION

Although the nation has made progress recently in improving the literacy achievement of its elementary school students, adolescent literacy levels have remained stagnant (Lemke et al., 2004; National Center for Education Statistics, 1999, 2006; Olson, 2006). As a result, attention has begun to turn to the need to improve the literacy of adolescent students. One example of this new focus is the recently created Striving Readers Initiative, a federal program to help school districts meet the challenge of improving adolescents' literacy skills, for which the U.S. Congress appropriated just over $29 million for the 2006–07 school year.

Several reports have drawn attention to the adolescent literacy crisis (e.g., Kamil, 2003; American Diploma Project, 2004; Carnevale, 2001; National Commission on Writing, 2004). Among them, *Reading Next* outlined elements of literacy instruction with a strong track record of positive results among adolescents (Biancarosa & Snow, 2004). While these reports and others have brought much-needed attention to adolescents' literacy needs, they were concerned more with reading than with writing skills.

Low-Achieving Writers: Scope of the Problem

Writing is sometimes seen as the "flip side" of reading. It is often assumed that adolescents who are proficient readers must be proficient writers, too. If this were the case, then helping students learn to read better would naturally lead to the same students writing well. However, although reading and writing are complementary skills whose development runs a roughly parallel course, they do not necessarily go hand in hand. Many adolescents are able to handle average reading demands but have severe difficulties with writing. Moreover, the nature of the relationship between reading and writing skills changes over time

CAUSE FOR ALARM

- **Seventy percent of students in grades 4–12 are low-achieving writers** (Persky et al., 2003).
- **Every school day, more than 7,000 students drop out** of high school (Pinkus, 2006).
- Only **70% of high school students graduate on time with a regular diploma,** and fewer than 60% of African-American and Latino students do so (Greene & Winters, 2005).
- Students who enter ninth grade in **the lowest 25% of their class are 20 times more likely to drop out** than are the highest-performing students (Carnevale, 2001).
- Nearly one third **of high school graduates are not ready for college-level English composition courses** (ACT, 2005).
- Over **half of adults scoring at the lowest literacy levels are dropouts, and almost a quarter of these persons are high school graduates** (National Center for Education Statistics, 2005).

Continued on Page 8

(Fitzgerald & Shanahan, 2000). Researchers know that reading and writing often draw from the same pool of background knowledge—for example, a general understanding of the attributes of texts. At the same time, however, writing differs from reading. While readers form a mental representation of thoughts written by someone else, writers formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.

CAUSE FOR ALARM

- College instructors estimate that **50% of high school graduates are not prepared for college-level writing** (Achieve, Inc., 2005).
- U.S. graduates' **literacy skills are lower than those of graduates in most industrialized nations,** comparable only to the skills of graduates in Chile, Poland, Portugal, and Slovenia (OECD, 2000).

Therefore, although writing and reading are both vital aspects of literacy, they each require their own dedicated instruction. What improves reading does not always improve writing. This report responds to the strong need for information about how to improve classroom writing instruction to address the serious problem of adolescent writing difficulty.

The knowledge and skills required for higher education and for employment are now considered equivalent (ACT, 2006; American Diploma Project, 2004).

The National Assessment of Educational Progress (NAEP) writing exam was last given in 2002 (Persky, Daane, & Jin, 2003); it measured the writing skills of 4th, 8th, and 12th graders and translated their scores into three levels of proficiency: Basic, Proficient, or Advanced. A disturbing finding was that only 22% to 26% of students scored at the Proficient level across the three grades, and very few were found to write at the Advanced level (Persky et al., 2003, Table 2.1). Even worse, alarmingly high proportions of students were found to be at or below the Basic level. Not only did 15% of 4th and 8th graders and 26% of 12th graders test below the Basic level, but 58%, 54%, and 51% of students, respectively, at these grade levels tested at the Basic level. In sum, 72% of 4th-grade students, 69% of 8th-grade students, and 77% of 12th-grade students did not meet NAEP writing proficiency goals.

These results clearly demonstrate that very large numbers of adolescents need interventions to help them become better writers. Some, especially those who score at or below the Basic level on the NAEP, require more help than others.

Consequences

A wide range of jobs require employees to produce written documentation, visual/text presentations, memoranda, technical reports, and electronic messages. The explosion of electronic and wireless communication in everyday life brings writing skills into play as never before. Recent reports by the National Commission on Writing (2004, 2005) reveal that the majority of both public and private employers say that writing proficiency has now become critical in the workplace and that it directly affects hiring and promotion decisions. The demand for writing proficiency is not limited to

professional jobs but extends to clerical and support positions in government, construction, manufacturing, service industries, and elsewhere. In fact, about 30% of government and private sector employees require on-the-job training in basic writing skills. Private companies spend an estimated $3.1 billion annually on remediation, and state governments spend an estimated $221 million annually (National Commission on Writing, 2005).

Young people who have difficulty writing are not fully equipped to meet the demands of college, either. A recent study by ACT (2005) revealed that about a third of high school students intending to enter higher education do not meet readiness benchmarks for college-level English composition courses (among certain ethnic groups, 50% or more of adolescents do not meet ACT benchmarks), making it unlikely that they will be able to learn effectively in the college setting.

Many students begin postsecondary education at a community college. However, at least a quarter of new community college students enroll in remedial writing courses (National Center for Education Statistics, 2003). Compounding the problem, remedial enrollments appear to underestimate the number of students who actually need help with writing (Perin, 2006). Community colleges have always attempted to meet the needs of students with reading and writing difficulties, and many would argue that doing so is a core part of their mission. Many 2-year institutions find it difficult, however; they are not equipped to teach writing effectively to such large numbers of students, and the presence of students with poor academic skills in their classrooms can undermine the quality of the regular academic curriculum (Grubb et al., 1999; Perin & Charron, 2006).

WRITING IN THE WORKPLACE

Thirty-five percent of high school graduates in college and 38% of high school graduates in the workforce feel their writing does not meet expectations for quality (Achieve, Inc., 2005).

About half of private employers and more than 60% of state government employers say **writing skills impact promotion decisions** (National Commission on Writing, 2004, 2005).

"Poorly written applications are likely to doom candidates' chances for employment" (National Commission on Writing, 2005, p. 4).

Writing remediation costs American businesses as much as $3.1 billion annually (National Commission on Writing, 2004).

Why Writing Is Important

Most contexts of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands. Proficient writers can adapt their writing flexibly to the context in which it takes place.

In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter

(Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001). Because these roles are closely linked, *Reading Next* recommended that language arts teachers use content-area texts to teach reading and writing skills and that content-area teachers provide instruction and practice in discipline-specific reading and writing.

RECOMMENDATIONS: 11 KEY ELEMENTS OF EFFECTIVE ADOLESCENT WRITING INSTRUCTION AS IDENTIFIED BY META-ANALYSIS

This report provides long-needed guidance for teachers and policymakers by identifying specific instructional practices that improve the quality of adolescent students' writing. The special contribution of this report is that it draws from empirical evidence.

The authors set out to collect, categorize, and analyze experimental and quasi-experimental research on adolescent writing instruction in order to determine which elements of existing instructional methods are reported to be effective by research. The method used, meta-analysis, provides a measure of effectiveness using the effect size statistic. On the basis of the effect sizes found, *Writing Next* presents 11 elements of effective adolescent writing instruction. (A detailed description of the methodology used is found in Appendix A.)

Effective Elements to Improve Writing Achievement in Grades 4 to 12

1. Writing Strategies
2. Summarization
3. Collaborative Writing
4. Specific Product Goals
5. Word Processing
6. Sentence-Combining
7. Prewriting
8. Inquiry Activities
9. Process Writing Approach
10. Study of Models
11. Writing for Content Learning

No single approach to writing instruction will meet the needs of all students. Also, some extant techniques may be effective but have not yet been studied rigorously. There is a tremendous need for more research on and dissemination of adolescent writing interventions that work, so that administrators and teachers can select the strategies that are most appropriate, whether for whole classrooms, small groups, or individual students.

Though each instructional element is treated as a distinct entity, the different elements are often related, and the addition of one element can stimulate the inclusion of another. In an ideal world, teachers would be able to incorporate all of the 11 key elements in their everyday writing curricula, but the list may also be used to construct a unique blend of elements suited to specific student needs. The elements should not be seen as isolated but rather as interlinked. For instance, it is difficult to implement the process writing approach (element 9) without having peers work together (element 3) or use prewriting supports (element 7). A mixture of these elements is likely to generate the biggest return. It remains to be seen what that optimal mix is, and it may be different for different subpopulations of students. However, it is important to stress that these 11 elements are not meant to constitute a curriculum.

The instructional elements are ordered according to their average effect. Therefore, elements with larger effect sizes are presented before those with smaller effect sizes. However, many of the effect sizes differ only minimally, so readers should be cautious in interpreting the differences in effect strength. Appendix B lists references for the studies used in determining the elements, in the same order as the elements.

The report's findings are based strictly on experimental and quasi-experimental research, as this is the only type of research that allows for rigorous comparison of effects across studies. While a range of methodologies have been used to study writing—from research into the history of writing instruction to surveys of student attitudes about writing to studies that aim to describe the actions of particularly successful teachers—there have been few efforts to compare the effectiveness of specific teaching strategies. Meta-analysis fills this gap.

It is also important to note that the findings in this report are cumulative, in that they build on earlier meta-analyses of writing instruction (Bangert-Drowns, 1993; Bangert-Drowns, Hurley, & Wilkinson, 2004; Goldberg, Russell, & Cook, 2003; Graham, 2006; Graham & Harris, 2003; Hillocks, 1986). This report includes all of the studies of adolescents reviewed in the prior meta-analyses. Further, the report adapts some of the earlier authors' categorizations of instruction, such as some of those used by Hillocks (1986). In addition, these earlier meta-analyses have been considerably extended by (a) updating the earlier findings; (b) reorganizing earlier instructional categories to incorporate newer findings; and (c) examining the impact of instruction more recently studied.

THE OPTIMAL MIX

In the medical profession, treatment is tailored to individual patient needs; at times, more than one intervention is needed to effectively treat a patient.

Similarly, educators need to test mixes of intervention elements to find the ones that work best for students with different needs.

Researchers do not know what combination or how much of each of the recommended activities is needed to maximize writing instruction for adolescents in general or low-achieving writers in particular. Nor do they yet know what combination of elements works for which types of writers.

Benefits of Meta-analytic Approach

By their very nature, meta-analyses are concerned with quantitative data; as noted above, this report looked at experimental and quasi-experimental research on writing instruction. Its conclusions should in no way detract from the important contributions that other types of research make to an understanding of how to teach writing. For instance, the report's conclusions do not reflect the findings from a number of excellent observational studies that examine the writing practices of effective teachers of writing (e.g., Pressley, Yokoi, Rankin, Wharton-McDonald, & Mistretta, 1997), studies that measure the correlations between writing performance and particular teaching procedures (e.g., Applebee, Langer, Nystrand, & Gamoran, 2003), or single-subject design studies (e.g., De La Paz, 1999). Likewise, many perspectives, including cognitive (Hayes, 2000), sociocultural (Prior, 2006), and discourse (Chafe & Tannen, 1987), inform the study of writing (Sperling & Freedman, 2001).

Although these viewpoints were not equally represented in the research studies included in this analysis, each is critical to understanding writing development. Finally, the recently published third edition of *Research on Composition* (Smagorinsky, 2006) provides a broad overview of the field—covering topics such as rhetoric, second language writing, multimodal composition, and home and workplace writing—and a survey of research and theory over the past 20 years (see also *Handbook of Writing Research*; MacArthur, Graham, & Fitzgerald, 2006).

With such a wide range of writing instruction practices and perspectives, this review of the literature aims not to describe the full context of the high-functioning classroom but to provide specific practices that have demonstrated effectiveness across a number of contexts—a purpose to which meta-analysis is ideally suited. For any of the practices reviewed, contexts can vary widely. For instance, they may include any grade between 4th and 12th; they may or may not be inclusive classrooms serving students with learning disabilities or writing in their second language; and they may involve teachers with very different beliefs about what good writing instruction entails. However, meta-analysis allows consideration of both the strength and consistency of a practice's effects.

A TECHNICAL NOTE ON META-ANALYSIS

What is a Meta-analysis?

Meta-analysis is a particularly powerful way of synthesizing large bodies of research, as it relies on quantitative studies and permits the calculation of **effect sizes**. The strength of meta-analysis as an approach is that it allows consideration of both the *strength* and *consistency* of a practice's effects.

What is an Effect Size?

Effect sizes report the average difference between a type of instruction and a comparison condition. They indicate the **strength** of the effect. The following guidelines make these numbers more meaningful.

0.20 = **small** or mild effect

0.50 = **medium** or moderate effect

0.80 = **large** or strong effect

Positive effect sizes mean the instruction had a positive effect on student writing.

Negative effect sizes mean the instruction had a negative effect on student writing.

Although these guidelines are commonly accepted, it is important to interpret effect sizes within the context of a given field. For instance, the National Reading Panel report (National Institute of Child Health and Human Development, 2000) found an effect size of 0.53 for phonemic awareness instruction, while effect sizes for fluency instruction ranged from 0.35 to 0.50. More research is needed to establish the range of effect sizes for writing strategies identified in the current meta-analysis.

Also, it is important to note that the large number of factors that affect adolescent literacy outcomes and the difficulty in improving writing ability render *any* significant effect meaningful.

Appendix A sets out the methodology used in the meta-analysis. **Appendix B** lists all of the categories for which four or more studies were analyzed and provides descriptive information about each study.

The Outcome of Writing Instruction

The authors followed in the footsteps of previous researchers by using writing quality as the outcome studied. Writing quality is defined here in terms of coherently organized essays containing well-developed and pertinent ideas, supporting examples, and appropriate detail (Needels & Knapp, 1994). Writing quality was included as the primary outcome, or one of several primary outcomes, in all previous meta-analyses on procedures for teaching writing (Bangert-Drowns, 1993; Goldberg et al., 2003; Graham, 2006; Graham & Harris, 2003; Hillocks, 1986). Writing quality served as the sole outcome measure because the authors were interested in identifying treatments that had a broad impact on writing performance. The only exceptions involved studies examining the teaching of summarization, in which completeness and accuracy of summaries were assessed, and writing-to-learn studies, in which content learning was the outcome measure.

The 11 Key Elements of Adolescent Writing Instruction

Writing Strategies (Effect Size = 0.82)

Teaching adolescents strategies for planning, revising, and editing their compositions has shown a dramatic effect on the quality of students' writing. Strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing text (Graham, 2006). The ultimate goal is to teach students to use these strategies independently.

Strategy instruction may involve teaching more generic processes, such as brainstorming (e.g., Troia & Graham, 2002) or collaboration for peer revising (MacArthur, Schwartz, & Graham, 1991). In other instances, it involves teaching strategies for accomplishing specific types of writing tasks, such as writing a story (Fitzgerald & Markham, 1987) or a persuasive essay (Yeh, 1998). Whether generic or highly focused, explicitly teaching adolescents strategies for planning, revising, and/or editing has a strong impact on the quality of their writing. Writing strategy instruction has been found especially effective for adolescents who have difficulty writing, but it is also a powerful technique for adolescents in general. For example, 11 studies with low-achieving writers and 9 studies with students representing normal variation within the classroom were reviewed. The average weighted effect size for the studies with low-achieving writers (1.02) was larger than the average weighted effect size for students across the full range of ability in regular classrooms (0.70).

WRITING STRATEGIES: AN EXAMPLE

Self-Regulated Strategy Development (SRSD) is an approach for helping students learn specific strategies for planning, drafting, and revising text. SRSD instruction is also characterized by explicit teaching, individualized instruction, and criterion-based versus time-based learning. Children are treated as active collaborators in the learning process. Instruction takes place in six stages:

Develop Background Knowledge: Students are taught any background knowledge needed to use the strategy successfully.

Describe It: The strategy as well as its purpose and benefits is described and discussed.

Model It: The teacher models how to use the strategy.

Memorize It: The student memorizes the steps of the strategy and any accompanying mnemonic.

Support It: The teacher supports or scaffolds student mastery of the strategy.

Independent Use: Students use the strategy with few or no supports.

Students are also taught a number of self-regulation skills (including goal setting, self-monitoring, self-instruction, and self-reinforcement) designed to help them manage writing strategies, the writing process, and their behavior. Mnemonics are introduced to help students remember strategies to increase writing performance. Two such strategies are PLAN and WRITE:

PLAN (*P*ay attention to the prompt, *L*ist the main idea, *A*dd supporting ideas, *N*umber your ideas)

WRITE (*W*ork from your plan to develop your thesis statement, *R*emember your goals, *I*nclude transition words for each paragraph, *T*ry to use different kinds of sentences, and *E*xciting, interesting, $10,000 words).

Sources: De La Paz & Graham, 2002; Harris & Graham, 1996

Self-Regulated Strategy Development (SRSD) is a particularly effective approach for teaching writing strategies. The average weighted effect size for SRSD studies (1.14) was larger than for non-SRSD studies (0.62). SRSD is characterized by explicit instruction of writing strategies and self-regulation procedures (e.g., self-assessment and goal setting), as well as individualized instruction and criterion-based learning (see box above).

Strategy instruction is well supported by research. Its effects appear to be more dramatic for lower-achieving writers than for those across the full range of ability. Although SRSD had stronger effects than most other strategy approaches, the meta-analysis indicates moderate to strong effects of writing strategy instruction in general.

Summarization (Effect Size = 0.82)

Writing instruction often involves explicitly and systematically teaching students how to summarize texts. The summarization approaches studied ranged from explicitly teaching summarization strategies to enhancing summarization by progressively "fading" models of a good summary. In fact, students can learn to write better summaries from either a rule-governed or a more intuitive approach. Overall, teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries.

Collaborative Writing (Effect Size = 0.75)

Collaborative writing involves developing instructional arrangements whereby adolescents work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students' writing.

Studies of this approach compared its effectiveness with that of having students compose independently. The effect sizes for all studies were positive and large. Collectively, these investigations show that collaborative arrangements in which students help each other with one or more aspects of their writing have a strong positive impact on quality. It was not possible to draw separate conclusions for low-achieving writers, as only two studies (Dailey, 1991; Macarthur et al., 1991) involved these students specifically. However, in both studies the effect size exceeded 1.00.

COLLABORATIVE WRITING: ONE APPROACH

Collaborative writing involves peers writing as a team. In one approach, a higher achieving student is assigned to be the Helper (tutor) and a lower achieving student is assigned to be the Writer (tutee). The students are instructed to work as partners on a writing task. The Helper student assists the Writer student with meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product. Throughout the intervention, the teacher's role is to monitor, prompt, and praise the students, and address their concerns.

Source: Yarrow & Topping, 2001

Specific Product Goals (Effect Size = 0.70)

Setting product goals involves assigning students specific, reachable goals for the writing they are to complete. It includes identifying the purpose of the assignment (e.g., to persuade) as well as characteristics of the final product.

Specific goals in the studies reviewed included (a) adding more ideas to a paper when revising, or establishing a goal to write a specific kind of paper and (b) assigning goals for specific structural elements in a composition. Compared with instances in which students were simply given a general overall goal, these relatively simple procedures resulted in a positive effect size, and the average effect was strong. It was possible to obtain effect sizes specifically for low-achieving writers in three of the five product goal studies (which involved disaggregating results reported in Ferretti, MacArthur, & Dowdy, 2000). The average effect for these students was similarly strong, providing some tentative evidence that, interpreted cautiously (because of the small sample), indicates that setting product goals is effective with adolescents who are weaker writers. Overall, assigning students goals for their written product had a strong impact on writing quality.

SETTING SPECIFIC PRODUCT GOALS: ONE APPROACH

Setting specific product goals provides students with objectives to focus on particular aspects of their writing. For example, students may be instructed to take a position and write a persuasive letter designed to lead an audience to agree with them. In addition to this general goal, teachers provide explicit subgoals on argumentative discourse, including a statement of belief, two or three reasons for that belief, examples or supporting information for each reason, two or three reasons why others might disagree, and why those reasons are incorrect.

Source: Ferretti, MacArthur, & Dowdy, 2000

Word Processing (Effect Size = 0.55)

The use of word-processing equipment can be particularly helpful for low-achieving writers. In this type of instruction, students might work collaboratively on writing assignments using personal laptop computers, or they might learn to word-process a composition under teacher guidance. Typing text on the computer with word-processing software produces a neat and legible script. It allows the writer to add, delete, and move text easily. Word-processing software, especially in more recent studies, includes spell checkers as well.

Compared with composing by hand, the effect of word-processing instruction in most of the studies reviewed was positive, suggesting that word processing has a consistently positive impact on writing quality. The average effect on writing quality was moderate for students in general (effect size = 0.51), but for low-achieving writers it was larger (effect size = 0.70). Thus, word processing appears to be an effective instructional support for students in grades 4 to 12 and may be especially effective in enhancing the quality of text produced by low-achieving writers.

Sentence Combining (Effect Size = 0.50)

Sentence combining involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence. Teaching adolescents how to write increasingly complex sentences in this way enhances the quality of their writing. Studies establishing the effectiveness of sentence combining primarily compared it with more traditional grammar instruction. The effect sizes for all studies were consistently positive and moderate in strength.

SENTENCE-COMBINING: ONE APPROACH

Sentence-combining is an alternative approach to more traditional grammar instruction. Sentence-combining instruction involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence.

In one approach, students at higher and lower writing levels are paired to receive six lessons that teach (a) combining smaller related sentences into a compound sentence using the connectors *and*, *but*, and *because*; (b) embedding an adjective or adverb from one sentence into another; (c) creating complex sentences by embedding an adverbial and adjectival clause from one sentence into another; and (d) making multiple embeddings involving adjectives, adverbs, adverbial clauses, and adjectival clauses. The instructor provides support and modeling and the student pairs work collaboratively to apply the skills taught.

Only one study (Saddler & Graham, 2005) examined the effects of sentence combining on low-achieving writers. When the effects of sentence combining were disaggregated for different types of writers in this study (low-achieving and average writers), the effect size for the weaker writers was 0.46. Overall, the current analysis of sentence combining indicates that this focus of instruction has a moderate impact on improving the quality of the writing of adolescents in general.

Pre-writing (Effect Size = 0.32)

Pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging adolescents in such activities before they write a first draft improves the quality of their writing. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. For example, some common pre-writing activities include encouraging group and individual planning before writing, organizing pre-writing ideas, prompting students to plan after providing a brief demonstration of how to do so, or assigning reading material pertinent to a topic and then encouraging students to plan their work in advance. It was not possible to draw separate conclusions for low-achieving writers, as all of the pre-writing studies involved students across the full range of ability in regular classrooms. Collectively, these investigations show that pre-writing activities have a positive and small to moderate impact on the quality of students' writing.

Inquiry Activities (Effect Size = 0.32)

Inquiry means engaging students in activities that help them develop ideas and content for a particular writing task by analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence). Involving adolescents in writing activities designed to sharpen their inquiry skills improves the quality of their writing. Effective inquiry activities in writing are characterized by a clearly specified goal (e.g., describe the actions of people), analysis of concrete and immediate data (observe one or more peers during specific activities), use of specific strategies to conduct the analysis (retrospectively ask the person being observed the reason for a particular action), and applying what was learned (assign the writing of a story incorporating insights from the inquiry process).

INQUIRY ACTIVITIES: AN EXAMPLE

Students examine and infer the qualities of a number of objects in order to describe them in writing. The students touch objects while wearing blindfolds, examine seashells, listen to sounds, do physical exercise, become aware of bodily sensations, examine pictures, pantomime brief scenarios, act out dialogues, and examine model compositions. Students' responses to these objects are elicited. Students list more and more precise details, and respond to each other's descriptions in small groups or whole classes under teacher guidance in order to become increasingly aware of the writing task and possible audience reactions to the written product. The students write and revise several compositions. The teacher makes comments on each draft of the composition with the intention of increasing specificity, focus, and impact of the writing.

Source: Hillocks, 1982

It was found that this type of instruction was last studied in 1986. The comparison conditions in the inquiry studies were relatively similar, primarily involving writing activities facilitated by teachers. It was not possible to draw any specific conclusions for low-achieving writers, as all of the studies involved the full range of students in a typical classroom. Despite the lack of new research, the evidence suggests that engaging students in inquiry activities in which they analyze data before writing is an effective instructional practice.

Process Writing Approach (Effect Size = 0.32)

The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction. The overall effect of the process writing approach was small to moderate, but significant. Only three studies specifically examined the impact of the process writing approach with low-achieving writers, making it difficult to draw any conclusions about its efficacy for these students.

Explicit teacher training was a major factor in the success of the process writing approach. When teachers had such training, the effect was moderate (0.46), but in the absence of training the effect was negligible, except for students in grades four to six, where the effect size was small (0.27) but significant. Five of the six studies in which teachers received training in applying the process writing model were conducted by the National Writing Project (NWP) to provide support for its work. Additional research is needed to verify these findings, particularly as the content of NWP training has changed over time. Also, it was not always clear what teachers learned or subsequently applied in their classrooms in the NWP studies; random assignment did not occur in any of the NWP studies; NWP was a partner in much of this research; and in some instances the NWP teachers were volunteers. Nevertheless, it is interesting to note that many of the components included in a recent description of the NWP model (peers working together, inquiry, and sentence-combining; see Nagin, 2003) were found by this meta-analysis to enhance the quality of adolescents' writing.

The **process writing approach** stresses activities that emphasize extended opportunities for writing, writing for real audiences, self-reflection, personalized instruction and goals, and cycles of planning, translating, and reviewing.

Study of Models (Effect Size = 0.25)

The study of models provides adolescents with good models for each type of writing that is the focus of instruction. Students are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own writing. The effects for all six studies reviewed were positive, though small. It was not possible to draw separate conclusions for low-achieving writers, as none of the studies specifically addressed this population.

STUDY OF MODELS: AN EXAMPLE

An example of **Study of Models** involves presenting students with two models of excellent writing, such as a well-written essay that sets out to persuade the reader that UFOs exist and another well-written persuasive essay claiming that there is no such thing as a UFO. The teacher discusses the essays with the students. The next day, students are given the essay that claimed that UFOs do not exist and are asked to write a persuasive essay arguing for or against the position that girls are not better in math than are boys.

Source: Knudson, 1991

Writing for Content Area Learning (Effect Size = 0.23)

Writing has been shown to be an effective tool for enhancing students' learning of content material. Although the impact of writing activity on content learning is small, it is consistent enough to predict some enhancement in learning as a result of writing-to-learn activities.

About 75% of the writing-to-learn studies analyzed had positive effects. The average effect was small but significant. Unfortunately, it was not possible to draw separate conclusions for low-achieving writers, as none of the studies examined the impact of writing-to-learn activities specifically with

these students. Writing-to-learn was equally effective for all content areas (social studies, math, and science) and grades (4–6 versus 7–12) studied.

WRITING-TO-LEARN: AN EXAMPLE

In a science class, the students study the human circulatory system. The teacher's goal is to help students develop alternative conceptualizations of the role of the heart, blood, and circulation. The science teacher asks the students to write summaries and answer questions in writing to increase their ability to explain information, elaborate knowledge leading to deeper understanding of the topic, comment on and interpret information in the written science text, communicate what has not been understood, and describe a change of belief they might be experiencing. Note that in the writing-to-learn approach, the teacher assigns writing tasks but does not provide explicit instruction in writing skills. Thus, writing is a tool of learning content material rather than an end in itself.

Source: Boscolo & Mason, 2001

A Note About Grammar Instruction

Grammar instruction in the studies reviewed involved the explicit and systematic teaching of the parts of speech and structure of sentences. The meta-analysis found an effect for this type of instruction for students across the full range of ability, but surprisingly, this effect was negative. This negative effect was small, but it was statistically significant, indicating that traditional grammar instruction is unlikely to help improve the quality of students' writing. Studies specifically examining the impact of grammar instruction with low-achieving writers also yielded negative results (Anderson, 1997; Saddler & Graham, 2005). Such findings raise serious questions about some educators' enthusiasm for traditional grammar instruction as a focus of writing instruction for adolescents. However, other instructional methods, such as sentence combining, provide an effective alternative to traditional grammar instruction, as this approach improves students' writing quality while at the same time enhancing syntactic skills. In addition, a recent study (Fearn & Farnan, 2005) found that teaching students to focus on the function and practical application of grammar within the context of writing (versus teaching grammar as an independent activity) produced strong and positive effects on students' writing. Overall, the findings on grammar instruction suggest that, although teaching grammar is important, alternative procedures, such as sentence combining, are more effective than traditional approaches for improving the quality of students' writing.

An Introduction to Informational Textual Analysis: Read as a Reader, *not* as a Teacher

If textual analysis is a new skill, or one that has not been practiced regularly, consider this guide as a way to get started analyzing expository texts (e.g., traditional speeches, arguments, historical documents, primary source documents, essays, newspaper/magazine articles, and advertisements). This process will help guide your instructional decision-making while strengthening your understanding about the text(s) you wish to teach.

Literal: Questions for readers new to expository textual analysis. These questions are intended to deepen a surface-level understanding of an expository text.
Evaluative: Questions for readers who feel comfortable analyzing key ideas and details and want to begin understanding the author's craft and structure.
Metaphorical: Questions for readers who are ready to deconstruct the subtle nuances of text and evaluate the author's choices in the text as a whole as well as the impact the text has on the audience.

Readers do not have to stick with one level at a time; in fact, readers adept at textual analysis should maneuver between all levels, depending on the text. Like students, adept readers also mark the text as they are reading, jotting down new ideas and gathering textual support. Readers may also want to develop new questions that stem from those listed below, or even branch out to construct completely new ones of their own. Reader questions are best developed when anchored by: What does the author claim (literal)? Why does the author make the claim (evaluative)? What does the claim mean (metaphorical)?

Literal	Questions to Ask Yourself as You Analyze the Text (NOT FOR STUDENTS)
Consider the audience	• To whom is the author writing? How do you know? • What does your knowledge about the audience tell you about the piece as a whole?
Consider the key individuals	• Who are the key individuals in the text? How do you know? • How does the author make connections among and distinctions between key individuals?
Consider the key events	• Where are key events addressed or written about? Why were these key events?
Consider the key ideas	• What is the topic? • What is the author's key idea(s)? How do you know?
Consider the author's claim	• What is the author's stance? What does the author claim? • What support does the author have for his/her claim? • What is the overall argument, in one sentence? What does the author want the audience to believe? • Does the author address and define a counterclaim? What impact does addressing the counterclaim have on the piece?
Evaluative	**Questions to Ask Yourself as You Analyze the Text (NOT FOR STUDENTS)**
Consider the figurative language	• Where do you notice literal and extended metaphors/similes? What do they mean? Evaluate the impact of the metaphor on the piece as a whole. Why would the author include a metaphor? • Where do you notice personification? Is the personification extended or short?

	Why would the author include personification? What impact does the personification have on the piece? • Does the author include imagery? Why would the author include imagery at this point in the expository piece? What impact does the imagery have on the piece? Do you understand the claim, topic, or stance better because of the imagery used?
Consider the word choice and connotation	• What is the author's word choice? What is the connotation of his words and phrases? • Does the author use words with strong connotation? Where are they? Words with a weaker connotation? Where are they? What impact do those words have on the piece? • Is there dialect? If so, why did the author choose to include it? • Does the author maintain a formal or informal speech? Why would the author choose to maintain formality or informality? What impact do the levels of formality have on the piece?
Consider the length of paragraphs and sentences	• Does the author have a mix of longer and shorter paragraphs, or are they about the same? What impact does paragraph length have on the piece? • Does the author have a mix of longer and shorter sentences, or are they about the same? What impact does sentence length have on the piece?
Consider connections to other texts	• Do the ideas in this text remind you of another text, either narrative or expository? What connections can you make? Does this text deepen your understanding of the other text, or does the other text deepen your understanding of the narrative you are currently reading?
Consider the audience	• To whom is the author writing? How do you know? How does your knowledge of the audience impact your understanding of the piece? • Are you the intended audience? If so, how does the author speak to you? If not, what questions do you have and do you feel disconnected?
Consider the historical, social, or economic impact	• What is the context of the expository piece? When was the piece written? • Whom in society does the expository revere, ignore, or put down? Does the text glorify the wealthy, famous and proud, or the powerless and oppressed? How does the glorification of specific groups impact your understanding of the text? • Does the text make the reader feel content about the world, or does the text make the reader want to alter, fix, or change the world?
Consider the structure of the text	• What comes first? What comes after? How is it built? Does the narrative follow a sequential time-line, a logical sequence, a problem-solution-resolution? How are chapters divided? How is the message arranged? • What does the structure reveal about the author's overall message?
Consider the use of Rhetoric and Rhetorical Strategies	• Does the author employ any use of rhetorical strategies (e.g., ambiguity, analogy, anaphora, annotations, anecdotes, bandwagon appeals, caricatures, parallelism)? How do the rhetorical strategies strengthen the author's argument? • Does the author appeal to the reader's logos, pathos, or ethos? How? What impact do such appeals have on the piece and the reader?
Consider the syntax	• Analyze the punctuation: Does the author mix internal punctuation like semicolons, colons, and commas? Where do the punctuation marks appear? Are they visual clues that lead the reader to a deeper understanding of the text? • Does the author intrude with the use of asides or parenthetical interruptions? What impact does the author's intrusion have on the piece? • Does the author use headings and subheadings? What impact do the headings and subheadings have on the piece?

Consider how the author creates specific effects, like humor, irony, or suspense	• Does the author go out of his way to create humor, suspense, irony, or fear? What is the topic? Why would the author go through grave lengths to create a certain response for a certain topic? • Does the response clash with the topic (e.g., humor at a funeral) or give extended support for the topic (e.g., humor at a carnival)?
Consider the fluidity of the text	• Is the piece fluid or choppy? Why would the author write a choppy piece? What impact does the fluidity of the piece have on the story?
Metaphorical	**Questions to Ask Yourself as You Analyze the Text (NOT FOR STUDENTS)**
Consider connections across the piece	• Is there a recurring motif, symbol or abstract idea? (e.g., think of President Obama's "Yes We Can") In what context does it show up? Does the recurring idea mean the same throughout the piece, or does the meaning change depending on the context? • Does the beginning of the piece lead any insight to the middle or the end? • Does the end of the piece circle back to the beginning? What impact does circling back have on the narrative? • Evaluate the author's decision to include ideas or symbols across the piece.
Consider connections between pieces (allusion) or to the world	• Are there any biblical allusions? Are the allusions clear and direct, or are the obscure and abstract? Why would the author allude to the bible? How does the allusion alter, change, impact, or deepen the message? • Are there any other cultural or historical allusions? Evaluate the impact of the allusions on the piece.

An Introduction to Narrative Textual Analysis: Read as a Reader, not as a Teacher

If textual analysis is a new skill, or one that has not been practiced regularly, consider this guide as a way to get started analyzing narrative texts (e.g., stories, novels, vignettes, plays, and poems). This process will help guide your instructional decision-making while strengthening your understanding about the text(s) you wish to teach.

Literal: questions for readers new to narrative textual analysis. These questions are intended to deepen a surface-level understanding of an narrative text.

Analytical: questions for readers who feel comfortable analyzing key ideas and details and want to begin understanding the author's craft and structure.

Evaluative: questions for readers who are ready to deconstruct the subtle nuances of text and evaluate the author's choices in the text as a whole as well as the impact the text has on the audience.

Readers do not have to stick with one level at a time; in fact, readers adept at textual analysis should maneuver between all levels, depending on the text. Adept readers mark the text as they are reading, jotting down new ideas and gathering textual support. Readers develop new questions that stem from those listed below, or even branch out to construct completely new ones of their own. Reader questions are best developed when anchored by: What does the author claim (literal)? Why does the author make the claim (evaluative)? What does the claim mean (metaphorical)?

Literal	Questions to Ask Yourself as You Analyze the Text (NOT STEMS FOR STUDENTS)
Consider the characters	• How would you describe the characters' internal and external characteristics? • How do the characters change throughout the piece? Consider subtle internal and external changes. • How do characters view and respond to each other? • What does the dialogue tell us about the character? What can we infer about the characters based off what they say or think?
Consider the setting	• Where does the narrative take place? How would the narrative change if the setting were altered? • How does the setting impact the characters and their decisions? • What stands out to you about the setting? Does the author spend considerable time describing the setting, or does he/she only briefly mention it? How does the author's description of the setting enhance your understanding of the narrative?
Consider the tone	• How would you determine the tone at the beginning of the narrative? • How would you determine the tone at the end of the narrative? • Where does the tone change? • How does the tone change? • Why would the author make the tone change at the time the tone changes? What impact does the tonal change have on the narrative?
Consider the plot	• What is the plot of the narrative? Is the plot traditional, or does the author employ foreshadow or flashback? (e.g., Beloved by Toni Morrison) • Where does the author put the climax? How does the placement of the climax

	impact the piece? • Are there multiple climaxes? Would a different reader identify a different climax? Why? • Are all the elements of plot evident in the piece, or does the author not include a critical element like resolution? If a critical piece of the plot chart is missing, how does this impact the narrative?
Consider the theme	• What major issues does the author address? • What is the theme (broader lesson or message) that the author shares in the narrative? • How do you know? What happens throughout the narrative to help you understand the theme?
Analytical	**Questions to Ask Yourself as You Analyze the Text (NOT STEMS FOR STUDENTS)**
Consider the figurative language	• Where do you notice literal and extended metaphors/similes? What do they mean? Evaluate the impact of the metaphor on the piece as a whole. Why would the author include a metaphor? • Where do you notice personification? Is the personification extended or short? Why would the author include personification? What impact does personification have on the piece? • Where do you notice imagery? Why would the author include imagery at this point in the narrative? What impact does imagery have on the piece? Do you understand the characters, plot, setting or theme better because of imagery?
Consider the word choice and connotation	• What is the author's word choice? What is the connotation of his words and phrases? • Is there dialect? If so, why did the author choose to include it?
Consider the length of paragraphs and sentences	• Does the author have a mix of longer and shorter paragraphs, or are they about the same? What impact does paragraph length have on the piece? • Does the author have a mix of longer and shorter sentences, or are they about the same? What impact does sentence length have on the piece?
Consider connections to other texts	• Do the ideas in this text remind you of another text, either narrative or expository? What connections can you make? Does this text deepen your understanding of the other text, or does the other text deepen your understanding of the narrative you are currently reading?
Consider the audience	• To whom is the author writing? How do you know? How does your knowledge of the audience impact your understanding of the piece? • Are you the intended audience? If so, how does the author speak to you? If not, what questions do you have and do you feel disconnected?
Consider the historical, social, or economic impact	• When does the narrative take place? When was the narrative written? Is there a difference (e.g., 1984 was written in 1949. How does that knowledge impact your understanding of 1984?) • Whom in society does the narrative revere, ignore, or put down? Does the text glorify the wealthy, famous and proud, or the powerless and oppressed? How does the glorification of specific groups impact your understanding of the text? • Does the text make the reader feel content about the world, or does the text make

	the reader want to alter, fix, or change the world?
Consider the structure of the text	• What comes first? What comes after? How is it built? Does the narrative follow a sequential time-line, a logical sequence, a problem-solution-resolution? How are chapters divided? • What does the structure reveal about the author's overall message?
Consider the syntax	• Analyze the punctuation: Does the author mix internal punctuation like semicolons, colons, and commas? Where do the punctuation marks appear? Are they visual clues that lead the reader to a deeper understanding of the text? • Does the author intrude with the use of asides or parenthetical interruptions? What impact does the author's intrusion have on the piece? • Is the piece written in a regional or historical dialect? What impact does the characters' speech have on the piece? Is there a shift from the narrators' voice to the characters' voice(s)?
Consider how the author creates specific effects, like humor, irony, or suspense	• Does the author go out of his way to create humor, suspense, irony, or fear? What is the topic? Why would the author go to grave lengths to create a certain response for a certain topic? • Does the response clash with the topic (e.g., humor at a funeral) or give extended support for the topic (e.g., humor at a carnival)?
Evaluative	**Questions to Ask Yourself as You Analyze the Text (NOT STEMS FOR STUDENTS)**
Consider connections across the piece	• Is there a recurring motif, symbol or abstract idea? In what context does it show up? Does the recurring idea mean the same throughout the piece, or does the meaning change depending on the context? • Does the beginning of the piece lead to any insight in the middle or the end? • Does the end of the piece circle back to the beginning? What impact does circling back have on the narrative? • Evaluate the author's decision to include ideas or symbols across the piece.
Consider making judgments about the strength of the writing	• Judge the value of the author's use of….(characterization, tone, setting, etc.) • How effective is the author's use of … (characterization, tone, setting, etc.)
Consider connections between pieces (allusion) or to the world	• Are there any biblical allusions? Are the allusions clear and direct, or are they obscure and abstract? Why would the author allude to the bible? How does the allusion alter, change, impact, or deepen the message? How does the use of allusion make the piece stronger? • Are there any other cultural or historical allusions? Evaluate the impact of the allusions on the piece.

Text Complexity: Qualitative Measures

Qualitative Dimension	Low Levels of Complexity	High Levels of Complexity
Level or Meaning or Purpose	Single level of meaning Explicitly stated purpose	Multiple levels of meaning Implicit, hidden purpose
Structure	Simple Explicit Conventional Chronological Order	Complex Implicit Unconventional Out of chronological order
Language Conventionality and Clarity	Literal Clear Contemporary, familiar	Figurative or ironic Ambitious or purposefully misleading Archaic
Knowledge Demands: Life Experiences	Simple themes Single theme Common, everyday experiences or clearly fantastical Single perspective Perspective like one's own	Complex, sophisticated themes Multiple themes Experiences distinctly different from one's own Multiple perspectives Perspective unlike or in opposition to one's own
Knowledge Demands: Cultural/Literary Knowledge	Everyday knowledge and familiarity with genre conventions required	Cultural and literary knowledge useful

Text Complexity Analysis of

_____*(title)*

by _____*(author)*

Recommended Complexity Band:

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning [Literary Text] or purpose [Informational Text].)*

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Text Description:

Briefly describe the text:

Quantitative Description:

Complexity Band Level (provide range):

Lexile or Other Quantitative Measure of the Text:

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Major Instructional Areas of Focus (3-4 curriculum standards) for this Text:

Differentiation/Supports for Students:

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Analyzing Culminating Writing Tasks for Text-Dependency

Activity 1

Instructions

Working either individually or in pairs at your table, take the next 10 minutes to analyze the writing prompts below.

Identify which tasks are text-dependent and which are not, placing a Y or an N in the column on the right.

Number	Prompt	Text-Dependent? Y/N
1	You have just read an excerpt from the book *Nature by Design*, in which a young person visits a farm each summer. If you had a choice of visiting a farm or a city, which would you choose? Write an essay telling what your choice would be and explaining the reasons for it. (Grade 7)	
2	Based on the information Susan B Anthony presents in her speech titled "Is It a Crime for a Citizen of the United States to Vote?" explain why you agree or disagree with her definition of the role of government in a democracy. (Grade 11)	
3	J.T. Holden uses Lewis Carroll's poem "The Walrus and the Carpenter" as the source material for his poem titled "The Walrus and Carpenter Head Back." Write an essay that makes and defends a claim about the ways in which Holden has transformed the Carroll poem into something new. Use evidence from both poems in your response. (Grade 9)	
4	In the excerpt from *Counting on Grace,* Grace's attitude toward the letter-writing activity changes as she learns more about it. Write an essay that tells what Grace's attitude is at the beginning of the excerpt and how it changes as the story continues. Use evidence from the story to support your response. (Grade 6)	
5	In both passages, the authors provide evidence that Marco Polo's tales may or may not have been true. Integrating information from both sources, write an essay that either claims that Marco Polo told the truth in his book or claims that Marco Polo made up his stories. Be sure to use information from both passages to support your answer. (Grade 5)	

6	Imagine that you are playing at a park and suddenly a dog runs up to you and says, "I'm lost and need help finding my owner." Write a story about what happens next. (Grade 4)	
7	In the *Great Fire,* the author indicates that there were several factors that, when combined, made Chicago an ideal location for a deadly fire. Using evidence from the passage, write an essay that tells the conditions that made the Chicago fire spread so widely and quickly. (Grade 6)	

Number	Prompt	Text-Dependent? Y/N
8	In her speech "Is It a Crime for a Citizen of the United States to Vote?" Susan B. Anthony is clearly passionate about the importance of the right to vote. What does the right to vote mean to you? Use details from the speech in your response. (Grade 11)	
9	You have just read an article about a famous traveler named Marco Polo. Imagine that you, like Marco Polo, have been given a chance to travel to a new land. Write a story telling what you see on your adventures. Be sure to include details about what you see during your trip and at your destination. (Grade 5)	
10	The author of *Counting on Grace* tells this story from Grace's point of view. How would this story be different if it were told from Miss Lesley's point of view? Using details from the story, rewrite the story telling the same events from Miss Lesley's point of view. (Grade 6)	
11	Write an essay that analyzes how Hamilton structures his ideas in this excerpt from the Federalist Papers. What are the key ideas he develops and refines as he shapes his argument in favor of unification of the states? Use evidence from the text to develop and support your response. (Grade 11)	
12	The author of "The Emperor's New Clothes" includes two minor characters, the minister who serves the emperor and the child watching the final procession. Write an essay that makes and defends a claim about the different ways each of these characters reacts to the emperor's situation. Include details from the text in your response. (Grade 5)	
13	Using evidence from Roosevelt's speech declaring war, write an essay that analyzes how the concept of treachery is important to the president's reasoning. (Grade 10)	
14	In "Is It a Crime for a Citizen of the United States to Vote?" Susan B. Anthony mentions the word "right" or "rights" nearly more than 20 times. How does she use and refine this key term over the course of her speech, and why is the concept of rights important to her primary argument? Use evidence from the speech to support your response. (Grade 11)	

Insert Red Divider Sheet

Table of Contents for Elementary SS

A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy

A Position Statement from the National Council for the Social Studies

(excerpt of text)

Qualities of Powerful and Authentic Social Studies

A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful

Meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential questions, important ideas, and goals.

- Key concepts and themes are developed in depth. The most effective social studies teachers do not diffuse their efforts by covering too many topics superficially. Breadth is important, but deep and thoughtful understanding is essential to prepare students for the issues of twenty-first century citizenship.
- Skills necessary to help our students thrive in a world of continuous and accelerating change are emphasized. These include discipline-based literacy, multi-disciplinary awareness, information gathering and analysis, inquiry and critical thinking, communication, data analysis and the prudent use of twenty-first century media and technology. Skills are embedded throughout meaningful social studies lessons, rather than added on at the end.
- Teachers are reflective in planning, implementing, and assessing meaningful curriculum. Reflective teachers are well informed about the nature and purposes of social studies, have a continually growing understanding of the disciplines that they teach, and keep up with pedagogical developments in the field of social studies.
- Meaningful curriculum includes extensive and reflective study of the United States and other nations' histories, religions, and cultures.

B. Social Studies Teaching and Learning Are Powerful When They Are Integrative

The subjects that comprise social studies--i.e., history, economics, geography, political science, sociology, anthropology, archaeology and psychology--are rich, interrelated disciplines, each critical to the background of thoughtful citizens. The social studies curriculum is integrative, addressing the totality of human experience over time and space, connecting with the past, linked to the present, and looking ahead to the future. Focusing on the core social studies disciplines, it includes materials drawn from the arts, sciences, and humanities, from current events, from local examples and from students' own lives.

- Each of the social studies disciplines themselves integrates content from the others. Units and lessons can draw on ideas from economics, geography, history, political science, and sociology to increase understanding of an event or concept. Each disciplined pursuit demands a level of sensitivity and awareness to content drawn from the arts, humanities, and sciences.
- Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.
- Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based

Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice.

Social studies teachers develop awareness of their own values and how those values influence their teaching. They assess their teaching from multiple perspectives and, when appropriate, adjust it to achieve a better balance.

- Students are made aware of potential policy implications and taught to think critically and make decisions about a variety of issues, modeling the choices they will make as adult citizens.
- Students learn to assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations.
- Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues.
- Students engage in experiences that develop fair-mindedness, and encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility.

D. Social Studies Teaching and Learning Are Powerful When They Are Challenging

Student work should reflect a balance between retrieval and recitation of content and a thoughtful examination of concepts in order to provide intellectual challenges. The teacher must explain and model intellectual standards expected of students. These include, but are not limited to: clarity, precision, completeness, depth, relevance, and fairness.

- Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.
- Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic.
- Challenging social studies includes the rigorous teaching of the core disciplines as influential and continually growing tools for inquiry.

E. Social Studies Teaching and Learning Are Powerful When They Are Active

Active lessons require students to process and think about what they are learning. There is a profound difference between learning about the actions and conclusions of others and reasoning one's way toward those conclusions. Active learning is not just "hands-on," it is "minds-on."

- Students work individually and collaboratively, using rich and varied sources, to reach understandings, make decisions, discuss issues and solve problems.
- Student construction of meaning is facilitated by clear explanation, modeling, and interactive discourse. Explanation and modeling from the teacher are important, as are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking.
- Powerful social studies teachers develop and/or expand repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes.

Conclusion

Thomas Jefferson and other founders of the republic emphasized that the vitality of a democracy depends upon the education and participation of its citizens. The need for an informed citizenry was the very impetus for the creation of free public education in the United States. If the nation is to develop fully the readiness of its citizenry to carry forward its democratic traditions, it must support progress toward attainment of the vision of powerful social studies teaching and learning.

Rationale for Standards Change

The New Social Studies Standards:

- Prepare students for college and career
- Move from accumulation of facts to deeper understanding of content
- Focus on Tennessee contributions in context
- Increase rigor in the social studies curriculum

In 2010 Tennessee updated ELA, math and science standards, increasing rigor in each area; however, social studies standards had not been revised since 2002.

Tennessee's social studies standards are the result of looking to the best social studies standards in the nation. The curriculum standards of Massachusetts, California, Washington D.C., Alabama, Virginia, the American Psychological Association and others served as a model for Tennessee's revisions. The final product is heavily indebted to the exemplary work of source states and organizations. Educators in Tennessee were involved in the writing and revisions of the standards throughout the process. Their feedback was instrumental in the development of the new standards.

- Tennessee Department of Education

Content Strands

Five Fields of Study in Social Studies

1. Culture

2. Economics

3. Geography

4. History

5. Government/Civics

*Tennessee has added a field: Tennessee Connection

Content Coding

Content Strand Code	Content Strand	Definition
C	Culture	Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.
E	Economics	Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personal and global production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.
G	Geography	Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.
H	History	History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

P	Government, Civics, and Politics	Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.
TN	Tennessee Connection	Tennessee has a unique story and provides a more intimate view of the past in our present lives. As students connect with their own state's history and geography they will gain a greater perspective of the impact and significance of national history, movements, decisions, and ideas.

- Tennessee Department of Education

What are Process Standards?

Process standards are statements that describe skills students should develop to enhance the process of learning. Process standards are not specific to a particular discipline, but are generic skills that students must possess to be successful learners.

- Tennessee Department of Education

1) Acquiring Information

Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to read in order to gain literal information.

- Use chapter and section headings and topic sentences to select main ideas
- Detect cause and effect relationships
- Distinguish between fact and opinion in order to recognize propaganda
- Recognize author bias
- Use picture clues and picture captions to aid comprehension
- Read from a variety of sources
- Use maps, graphs, globes, media and technology sources
- Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies

2) Analysis of Data and Problem Solving

Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to identify relevant factual material.

- Classify information by source, chronology, and importance
- Critically examine data from a variety of sources
- Detect bias in data presented in a variety of forms
- Compare and contrast data
- Note cause/effect relationship
- Draw inferences from a variety of data
- Predict likely outcomes
- Recognize cases in which more than one interpretation of data is valid

- Reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- Use available data to devise new situation and outcomes
- Demonstrate an understanding of the data through written, visual, or oral methods
- Extract significant ideas from supporting details
- Combine critical concepts in a statement of conclusion based on information
- Determine whether information is pertinent to the topic
- Test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

3) Communication

Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- Transmit ideas through speeches
- Demonstrate conflicting ideas through debate
- Summarize judgments through essays
- Demonstrate ideas through dramatizations and discussions
- Demonstrate emotions through the creation of visuals
- Demonstrate beliefs through multimedia projects
- Recognize beliefs through simulation and role play

4) Historical Awareness

Historical Awareness, integral to all of the social studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- Prepare and analyze maps, charts, and graphs
- Construct and analyze timelines
- Utilize community resources such as field trips, guest speakers, and museums
- Incorporate the use of technological resources
- Utilize primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artwork

Primary Source and Elementary Students Library of Congress TPS Quarterly

By Gail Petri
(except from text)

Can teaching with primary sources like photographs, manuscripts, maps, and historic sheet music engage young learners? Skeptics might argue: "Historical materials are boring… There is too much text… The vocabulary is difficult… Students won't understand the history." However, current research, teacher testimonials, and personal experience indicate that primary sources can bring history alive for elementary students.

Nearly all state standards acknowledge the importance of teaching with primary sources. Exposure to these raw materials can spark students' imaginations and support inquiry, historical thinking, and constructive learning. Photographs, prints, and movies provide detailed visual images. Authentic documents such as newspapers, journals, advertisements, diaries, and letters provide vivid images. Music and recorded oral histories supply an auditory framework to add depth to historical and cultural understanding.

Using Primary Sources with K-5 Students

As elementary teachers know from experience, younger students are characteristically active, curious, and concrete learners. They are in various stages of developing their language and reasoning skills, teamwork, and fine motor abilities. Students in grades K-5 need to be able to connect history about people, places, or events to their own experiences. Primary sources offer unique opportunities for personalizing the past.

Teaching younger students with primary sources requires careful planning. Begin by identifying the learning goal or essential question of the activity. Depending on the topic, there are many primary sources available online. It is critical, however, to select primary sources that are accessible and appropriate for the students' grade level.

Select one or more primary sources. Consider how to structure a primary source-based activity that will engage students, prompt them to think critically, and help them construct new knowledge. Students should feel that they are in charge of the historical investigation and responsible for their own theories and conclusions.

Consider these teacher-tested suggestions for introducing primary sources into the daily classroom routine. For grades K-2, encourage students to place themselves in an image and imagine what they see, hear, feel, and touch. Or, have students reenact a photograph using the

tableau strategy. For grades 3-5, challenge students to create a timeline using primary sources or create found poetry — using language from primary source texts on a variety of subjects to retell the historical content in poetic form.

Such introductory activities help teachers and younger students become more comfortable with connecting to and analyzing primary sources. But, this is only the beginning. The possibilities are endless for helping students in elementary grades delve more deeply into learning with primary sources.

Primary Source Analysis Sheet

Title of source: _____

Place and time written: _____

Author/creator of source: _____

Read the text carefully and answer the questions below:

1. Who do you think was the intended audience?

2. Why do you think the author wrote this?

3. What do you think is the main idea?

4. Give at least 3 details that support the main idea.

5. Why do you think this source is a significant historical source?

6. What is one question you would ask the author?

Suggestions for Using Primary Sources with Students

1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source.

- Who created this primary source?
- When was it created?

Help students see key details.

- What do you see that you didn't expect?
- What powerful words and ideas are expressed?

Encourage students to think about their personal response to the source.

- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context.

- What was happening during this time period?
- What was the creator's purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source's audience?

Ask if this source agrees with other primary sources, or with what the students already know.

- Ask students to find other sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they've learned.

- Ask for reasons and specific evidence to support their conclusions.
- Help students identify questions for further investigation, and develop strategies for how they might answer them.

- Teaching with Primary Sources: Educational Materials for Teachers.
The Lyndon Baines Johnson Presidential Library & Museum.

Step Back: ELA Connection Review
College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently

Step Back: ELA Connection Review Complex Texts and Text Based Questions

Review of Text Based Questions and Tasks

Text based questions/tasks:

- Focused on the text
- Text specific
- Answers can be found within the “four corners” of the text
- Require students to closely read and reread the text
- Lead students to make inferences and analyze ideas
- Work toward the focus of the lesson/unit/guiding question

Tier 2 and Tier 2 Vocabulary

Tier 2: High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet hem in print. Examples of Tier 2 words are *obvious, complex, establish and verify*.

Tier 3: Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Lexile Level

Common Core Standards provide text complexity grade bands and associated Lexile bands that are intended to put students on a college and career ready trajectory. These grade and Lexile bands are the basis for determining at what text complexity level students should be reading— and at which grades—to make sure they are ultimately prepared for the reading demands of college and careers.

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K–1	N/A	N/A
2–3	450L–730L	420L–820L
4–5	640L–850L	740L–1010L
6–8	860L–1010L	925L–1185L
9-10	960L–1120L	1050L–1335L
11–CCR	1070L–1220L	1185L–1385L

https://www.lexile.com

Step Back: ELA Connection Review
Close Reading Lesson Reminders

- The text/source should remain the "expert," not the teacher.
- Answers to the majority of all questions should be supported with specific selections from the text. Students should be asked to support their claims by referencing specific text samples to justify their answers.
- The goal is for a deep understanding of the text. Lessons should allow for several reads of the text.
- Provide minimal front loading/pre-teaching of the text. Students should be allowed to discover and develop understandings through their own investigation and collaborative discussions.
- Chunk longer texts into smaller pieces.
- When possible, allow students to mark on the text as they read. Students should underline evidence, highlight key words and phrases, note challenging words, etc. (You may wish to provide photocopies of text or use dry erase sleeves.)

Photo #2

Task Sheet: Star Spangled Banner (4th Grade)
Close Read

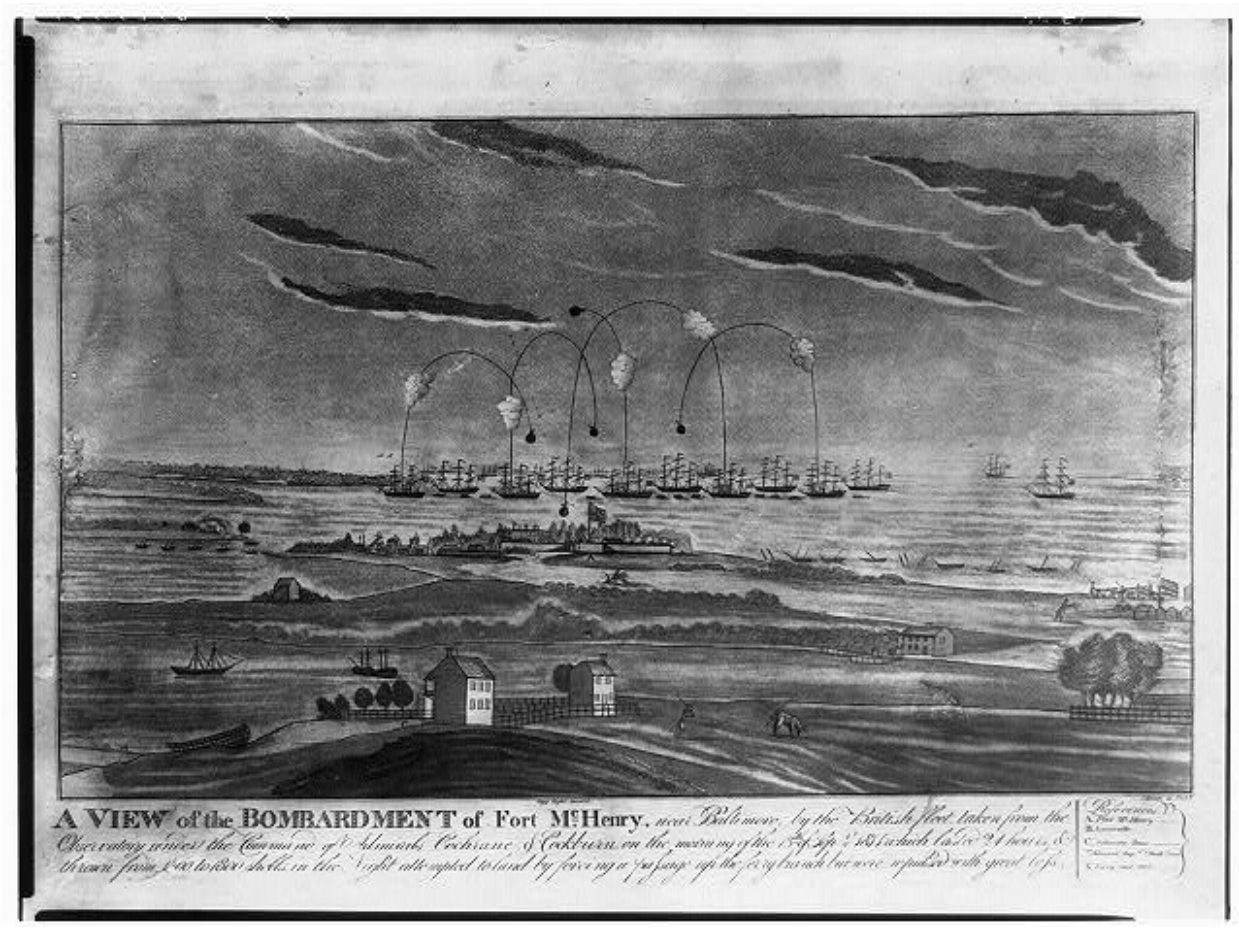
Standard:
4.49 Explain the causes, course and consequences of the War of 1812.
4.50 Interrept the meaning of the lyrics of the song "The Star Spangled Banner."

Primary document to read: "The Star Spangled Banner" by Francis Scott Key

Notes for the teacher:

- This task will be part of a unit of study about the War of 1812
- Background: "The Star Spangled Banner," originally titled "The Defense of Fort McHenry," was written as a poem by Francis Scott Key. Key was inspired to write the poem after he witnessed the bombardment of Fort McHenry in the Baltimore Harbor. The poem was later set to music and renamed "The Star Spangled Banner." It became our national anthem in 1931.
- This text has a Lexile level of 1190. The suggested Lexile band for grades 4-5 is 740-1010.
- Think about how you will support your students in order to help them successfully engage with this text.

Primary source #1 – “A View of the Bombardment of Fort Henry”



“A view of the bombardment of Fort McHenry." drawing by J. Bower, 1819. public domain

Student will view the photograph and discuss the following:

- What do you notice about this picture?
- What is being shown?
- What details do you notice?
- What do you think Key felt as he witnessed this scene?

Primary source #2 – "Star Spangled Banner"

Oh, say, can you see, by the dawn's early light,

What so proudly we hail'd at the twilight's last gleaming? Whose

broad stripes and bright stars, thro' the perilous fight, O'er the

ramparts we watch'd, were so gallantly streaming?

And the rockets' red glare, the bombs bursting in air,

Gave proof thro' the night that our flag was still there. O

say, does that star-spangled banner yet wave

O'er the land of the free and the home of the brave?

-Francis Scott Key (1814)

Close Reading Lesson Plan

Text grade band placement:	
Text	Text complexity analysis
Text: Star Spangled Banner	Lexile: 1190
ELA and social studies standards addressed by the text	
ELA anchor standards	S.S. standards
What key insights should students take from this text?	
Tier 2 words	Tier 3 words
Text-dependent questions	
Writing mode	Writing prompt

Summary of Test Design

- All students in Grades 3-8 will respond to both multiple choice and extended response item(s).
- Scoring will include both the multiple choice and extended response sections of the test.
- For the extended response portion, students will engage with a written or visual stimulus.
- Texts will be chosen based on a variety of factors, including quality, style, and subject matter, and will be reviewed by teachers for content and sensitivity.

- Tennessee Department of Education

Operational testing will begin in the 2015-16 school year.

More testing information will be released on the TN Department of Education website over the next few months.

We expect the following for the scoring of the operational test beginning in 2015-16. Please note that this is subject to change based on the Spring 2015 field test:

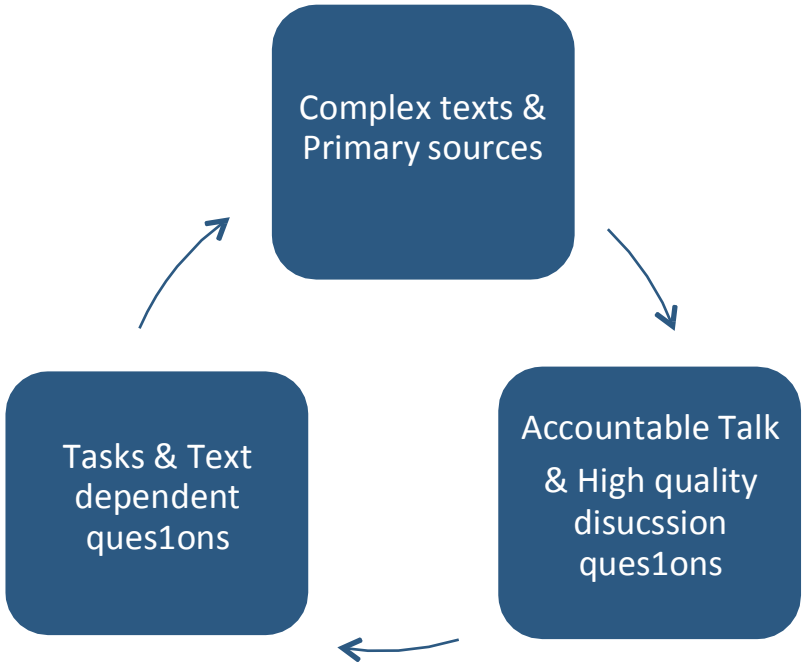
- Both sections of the assessment, including the multiple-choice items and extended response items will be scored centrally. No local scoring will be required.

- The scoring process will be robust and driven by Tennessee students and educators. Educators will participate in a process called rangefinding using actual student work from Tennessee classrooms. Decisions made by the rangefinding committee will directly inform how the testing vendor trains their scorers.

Planning Rigorous Lessons: "The 3 T's": Text, Task, Talk

Three components of rigorous social studies lessons:

1. Complex texts and primary sources that are read multiple times for varying purposes.
2. Text-dependent questions and tasks that develop students' reading, writing, speaking, listening and thinking skills, along with building students' social studies content knowledge.
3. High quality discussions and Accountable Talk®.



Primary Source Discussion Questions

When planning a primary source lesson it is very helpful to plan your questioning. Balance the types of questions you ask, moving from simple questions to those that require higher order thinking skills. The questions below guide students to examine assumptions, draw conclusions, and make interpretations.

- Exploratory: probe facts and basic knowledge
- Challenge: question assumptions and conclusions

- Relational: ask for comparison of themes or ideas
- Diagnostic: probe motives of causes

- Action: calls for a conclusion or action
- Cause and effect: ask for relationships between ideas, actions, events

- Extension: expand the disucssion
- Hypotetical: pose a change in the fact or issues

- Priority: seek to identify the most important issues
- Summary: elicit synthesis

- Interpretation: help students to uncover the underlying meaning of things
- Application: probe for rela1onships and ask students to connect theory to practice

- Evaluative: require students to assess and make judgments
- Critical: require students to examine the validity of statements, arguments

Sample questions:

Exploratory:	*What research evidence supports ....?*
Challenge:	*How else might we account for ....?*
Relational:	*How does compare to ....?*
Diagnostic:	*Why did ....?*
Action:	*In response to ....., what should .... do?*
Cause & effect:	*If .... occurred, what would happen?*
Extension:	*What are additional ways that ....?*
Hypothetical:	*Suppose ....had been the case, would the outcome have been the same?*
Priority:	*What is the most important ....?*
Summary:	*What themes or lessons have emerged from ....?* Interpretation: F*rom whose viewpoint/perspective are reading?* Application: *How does this apply to that?*
Evaluative:	*Which of these are better? Why does it matter? So what?*
Critical:	*How do we know? What's the evidence? How reliable is the evidence?*

Think about:

How does this relate Bloom's Taxonomy?
How does this relate to your teacher evaluation model?
How does this relate to your knowledge of Accountable Talk®?

Resources

Locating resources to teach the new standards doesn't have to be a challenge. There are countless websites that provide high quality sources. This list below is a sample of the resources available.

Primary Source Resources

Library of Congress

http://www.loc.gov/teachers

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching. Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

Smithsonian Institute

http://smithsonianeducation.org/

The Smithsonian site offers the user a wealth of information for all grade levels. The site contains primary sources as well as links to other sites pertaining to the topic being researched.

National Archives

http://www.archives.gov/

The National Archives Teacher Resources include professional development, lesson plans, primary sources, Docs Teach, etc. The National Archives has selected thousands of primary source documents to bring the past to life as classroom teaching tools. A search field allows teachers to easily find written documents, images, maps, charts, graphs, audio and video in our ever-expanding collection that spans the course of American history.

Teaching History

http://teachinghistory.org/quick-links-elementary

Teachinghistory.org is designed to help K–12 history teachers access resources and materials to improve U.S. history education in the classroom. With funding from the U.S. Department of Education, the Center for History and New Media (CHNM) has created Teachinghistory.org with the goal of making history content, teaching strategies, resources, and research accessible.

American Rhetoric

http://www.americanrhetoric.com/

American Rhetoric provides audio and written transcripts for 100 great speeches. These speeches by presidents and other important political figures are important resources for educators searching for primary sources.

Folklore and Mythology Electronic Texts

http://www.pitt.edu/~dash/folktexts.html

This site is a resource for folktales and myths. The collection represents multiple cultures across the globe and includes commonly known texts such as Aesop's fables as well as lesser known ones.

NY Public Library's Digital Collection

http://digitalcollections.nypl.org/

Explore 824,524 items digitized from The New York Public Library's collections.
This site is a living database with new materials added every day, featuring prints, photographs, maps, manuscripts, streaming video, and more.

World Digital Library

http://www.wdl.org/en/

The World Digital Library (WDL) is a project of the U.S. Library of Congress, carried out with the support of the United Nations Educational, Cultural and Scientific Organization (UNESCO), and in cooperation with libraries, archives, museums, educational institutions, and international organizations from around the world. The WDL makes available on the Internet, free of charge and in multilingual format, significant primary materials from all countries and cultures.

Life Photo Archive hosted by Google

http://www.images.google.com/hosted/life

Includes a searchable database of photographs from the LIFE photo archive, stretching from the 1750s to today. (Note: may be blocked by school filters)

Historical Scenes Investigation Project

http://www.hsionline.org/

The Historical Scene Investigation Project (HSI) was designed for social studies teachers who need a strong pedagogical mechanism for bringing primary sources into their classroom. The HSI instructional model consists of the following four steps: Becoming a Detective, Investigating the Evidence, Searching for Clues, Cracking the Case.

For every case, there is a section for the teacher. This section will list particular objectives for the activity and will also provide additional contextual information and resources as well as instructional strategies that the teacher might find useful.

Tennessee Connection Resources

Tennessee State Library and Achieves
http://www.tennessee.gov/tsla/index.htm
The Tennessee State Library and Archives (TSLA), collects and preserves books and records of historical, documentary and reference value, and promotes library and archival development throughout the state.

Tennessee History for Kids
http://www.tnhistoryforkids.org/home
Booklettes, virtual tours, videos, people, primary sources, counties, cities, interactive quizzes.

Tennessee State Museum
http://www.tnmuseum.org/
The mission of the Tennessee State Museum is to procure, preserve, exhibit, and interpret objects which relate to the social, political, economic, and cultural history of Tennessee and Tennesseans, and to provide exhibitions and programs for the educational and cultural enrichment of the citizens of the state. Teacher can find Information about traveling trunks, lesson plans, links, exhibits, virtual tours, etc.

Teacher resources

Stanford History Education Group
http://sheg.stanford.edu/home_page
The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents designed for groups of student with diverse reading skills and abilities.

Teacher Toolkit
http://www.theteachertoolkit.com/
Teacher tools for classroom management, partner and group practice, reading strategies, games, etc.

Social Studies Central
http://www.socialstudiescentral.com/
Social Studies Central provides resources with a focus on the Social Studies, supports teachers as they improve their instruction and helps educators engage kids in learning. You will find lesson plans, website links, links to assessment advice, technology integration resources and information about staff development and workshops.

Geography Resources

Sheppardsoftware

http://sheppardsoftware.com/

Free site with hundreds of free, online, educational games for kids. Geography games for states, capitals, oceans, rivers, world geography, etc.

Lizardpoint

http://lizardpoint.com/geography/index.php

The Lizard Point Quizzes website provides free and fun geography content. Quizzes have features that support and enhance learning, such as study mode and a personalized quiz tracker. Class accounts allow the teacher to see students' scores.

Action Quiz

http://www.actionquiz.com/

This free site features hundreds of trivia quizzes where human players compete with computer opponents. Geography section includes both U.S. and world quizzes.

Geography Apps

(Note: The apps below provide quality geography practice for your students; however, the majority do have a fee attached.)

- United States Montessori Approach to Geography (USA)
- Shake the States
- Tiny Counties
- Ilearn-Continents
- Stack the States
- State the Counties
- GeoBee Challenge
- U.S. Geography with Flat Stanley
- Puzzlin' Pieces USA

Civics Legislation and Project Based Learning

In 2012 the Tennessee General Assembly passed the following law:

T.C.A. 49-6-1028

1. Beginning with the 2012-2013 school year, in conjunction with the social studies curriculum, all *LEAs shall implement a project based assessment in civics at least once in grades 4-8 and at least once in grades 9-12. The assessments shall be developed by the LEA and designed to measure the civics learning objectives contained in the social studies curriculum and to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United States constitutions.

2. The Department of Education may seek the assistance of appropriate outside entities, including the Tennessee Center for Civic Learning and Engagement, to assist it with the implementation of any necessary professional development on the use of project based assessments of civics learning.

3. For the purposes of this section, "project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.
4. LEAs shall submit verification of implementation of this section to the Department of Education.

*LEA = local education agency

The Tennessee Center for Civic Learning and Engagement (TCCLE) has available resources needed to meet the requirements of the new legislation.
http://www.tccle.org/index.html

Some suggestions include:

- Project Citizen
- We the People

*Check with your district to see how you are meeting these requirements.

Tab 5

Module Five:

Mathematics

On Tab, write “Mathematics”

Key Question:

How can leaders focus on supporting teachers to impact student success in mathematics?

Teacher Training Top Take-Aways
(Mathematics)

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major "look for" areas in your classroom observations during the 2015-16 school year:

- Leaders will learn the importance of creating and sustaining a positive **'math mindset'** by assessing current attitudes and exploring NCTM's ideas on productive and unproductive beliefs.
- Leaders should always be assessing the effectiveness of the instruction in math classrooms. One tool to help leaders do this is the **NCTM Teaching Practices**. Leaders will reflect on what they consider to be highly effective math teachers, compared to what the Teaching Practices describe.
- The **purposeful and frequent use of mathematics tasks** in the classroom will best prepare our students for the mathematics demands ahead of them.
- There is no decision that teachers make that has a greater impact on students' opportunities to learn and on their perceptions about what mathematics is than the **selection or creation of the tasks** with which the teacher engages students in studying mathematics.

"Task Predicts Performance."

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Appendix

Assessing the Current 'Math Mindset'

All of us who are stakeholders have a role to play and important actions to take if we finally are to recognize our critical need for a world where the mathematics education of our students draws from research, is informed by common sense and good judgment, and is driven by a non-negotiable belief that we must develop mathematical understanding and self confidence in all students

NCTM Principles to Action

Somehow it's okay for people to chuckle about not being good at math. Yet if I said, 'I never learned to read,' they'd say I was an illiterate dolt.

Neil deGrasse Tyson

I don't like to be negative about math because it really teaches you a lot of great things. You kind of use math every day

Madison Davenport

If you stop at general math, you're only going to make general math money.

Snoop Dogg

Discussion Activity: What is my 'Math Mindset'?

Instructions: First, complete each question individually. Then, share at yourtable.

1. What are my personal math biases? Have I ever said 'I'm not good at math'?

2. What 'math mindset' am I hearing in the halls and classrooms from students?

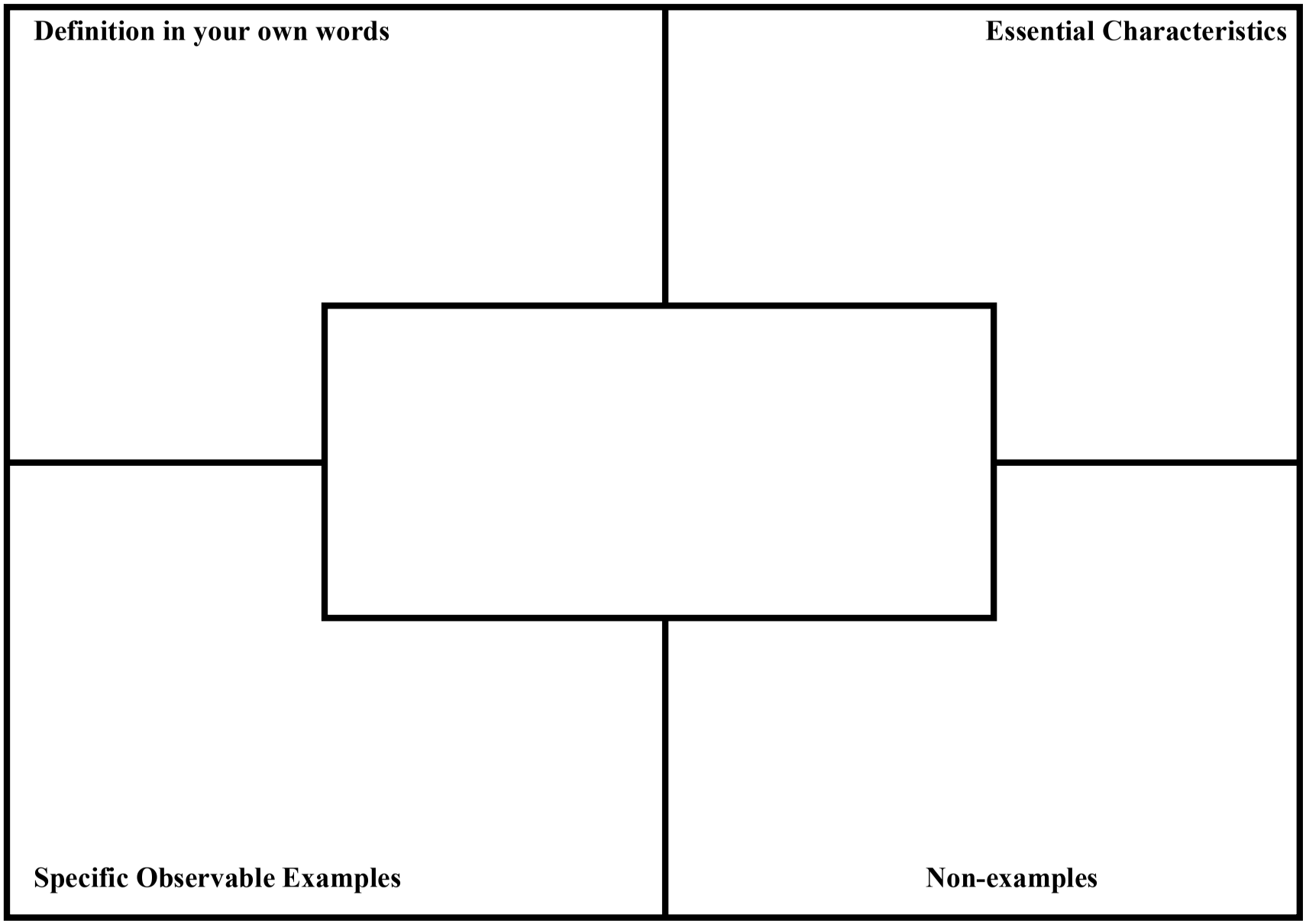
3. What 'math mindset' am I hearing from my math faculty? Non-math Faculty?

PLC Guide: The following is a sample protocol that school-wide or teacher PLC teams might use to promote a positive, productive 'math mindset' in the building. This should take approximately 20-30 minutes.

Topic for Discussion: Creating a Positive 'Math Mindset"

Step 1:	Download the 'Math Mindset' PowerPoint from the "For Leaders" section of the TNCore website at www.tncore.org to use as a guide during this PLC.
Step 2:	Download and play the clip from Emily Calandrelli's 'I Don't Do Math' video from the "For Leaders" section of the TNCore website at www.tncore.org.
Step 3:	At tables, and then as a whole group, discuss the following three questions: 1. What are my personal math biases? Have I ever said "I'm not good at math"? 2. What 'math mindset' am I hearing in the halls and classrooms from students? 3. What 'math mindset' am I hearing from my math faculty? Non-math faculty?
Step 4:	Use the PowerPoint slide to review the 'Cost of Innumeracy'. Use the partial list to guide discussion on the price students will pay for being math illiterate.
Step 5:	Using the PowerPoint slide as a guide, review the NCTM's 'Productive and Unproductive Beliefs' in regards to mathematics education.
Step 6:	REFLECTION: Using the table from the PowerPoint slides as a guide, allow individual, table, and whole-group discussion on the following: What are the main takeaways from and teacher and leader actions you'd like to see centered around… • Current perceptions about math education? • The cost of innumeracy? • NCTM's 'Productive and Unproductive Beliefs' about math education?

Characteristics of high-level math instruction and student engagement



NCTM Mathematics Teaching Practices

NCTM Principles to Actions: Ensuring Mathematical Success for All, 2014

Directions: Read through the Teaching Practices. As you read, UNDERLINE those characteristics that match those on your Frayer Model and CIRCLE those characteristics that were left off your Frayer Model, but should be added.

1. ESTABLISH MATHEMATICS GOALS TO FOCUS LEARNING.

Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

2. IMPLEMENT TASKS THAT PROMOTE REASONING AND PROBLEM SOLVING.

Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematics reasoning and problem solving and allow multiple entry points and varied solution strategies.

3. USE AND CONNECT MATHEMATICAL REPRESENTATIONS.

Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

4. FACILITATE MEANINGFUL MATHEMATICAL DISCOURSE.

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

5. POSE PURPOSEFUL QUESTIONS.

Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

6. BUILD PROCEDURAL FLUENCY FROM CONCEPTUAL UNDERSTANDING.

Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

7. SUPPORT PRODUCTIVE STRUGGLE IN LEARNING MATHEMATICS.

Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

8. ELICIT AND USE EVIDENCE OF STUDENT THINKING.

Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Assessing and Advancing Questions, Accountable Talk

Assessing and Advancing Student Understanding Rationale

Effective teaching requires being able to support students as they work on challenging tasks without taking over the process of thinking for them (NCTM, 2000). Asking questions that assess student understanding of mathematical ideas, strategies or representations provides teachers with insights into what students know and can do. The insights gained from these questions prepare teachers to then ask questions that advance student understanding of mathematical concepts, strategies or connections between representations. By analyzing students' written responses, teachers will have the opportunity to develop questions to both assess and advance student understanding of mathematical concepts and mathematical practices.

Assessing and Advancing Questions Characteristics

ASSESSING QUESTIONS	ADVANCING QUESTIONS
Are based closely on the work students have produced.	Use what students have produced as a basis for making progress toward the target goal.
Clarify what students have done and what students understand about what they have done.	Move students beyond their current thinking by pressing students to extend what they know to a new situation.
Provide information to the teacher about what students understand.	Press students to think about something they are not currently thinking about.

Accountable Talk Features and Indicators

Accountability to the Learning Community

- Participate actively in classroom talk
- Listen attentively
- Elaborate and build on each other's ideas
- Work to clarify or expand a proposition

Accountability to Knowledge

- Provide specific and accurate knowledge
- Give appropriate evidence for claims and arguments
- Commit to getting it right

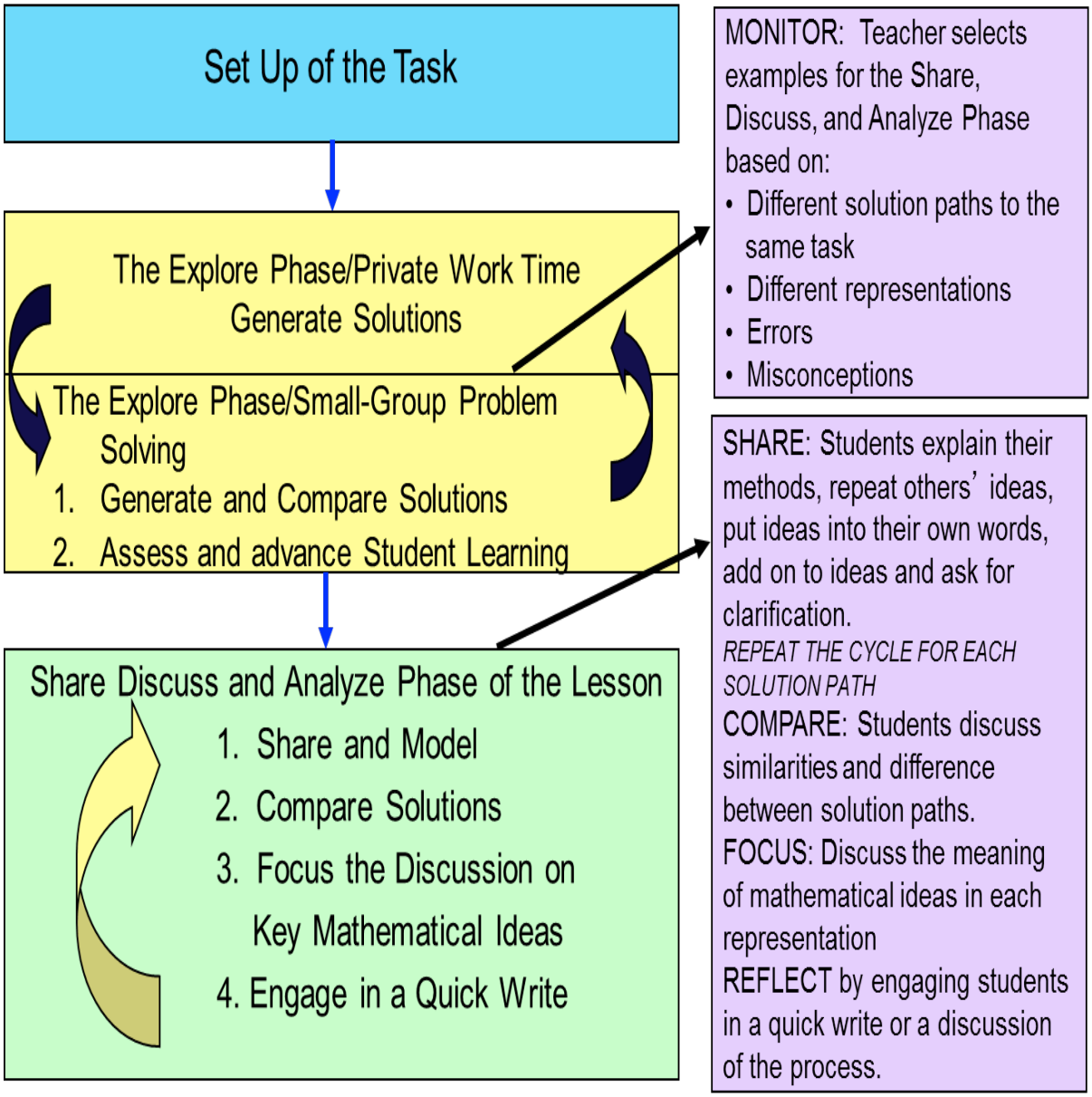
Accountability to Rigorous Thinking

- Synthesize several sources of information
- Construct explanations and text with understanding of concepts
- Formulate conjectures and hypotheses
- Employ generally accepted standards of reasoning
- Challenge the quality of evidence and reasoning

Accountable Talk© Chart

Talk Moves	Function	Example
To Ensure Purposeful, Coherent, and Productive Group Discussion		
Marketing	Direct **attention** to the value and importance of s student's contribution.	It is important t say describe to compare the size of the pieces and then to look at how many pieces if that size.
Challenging	Redirect a question back to the students or use students' contributions as a source for further challenge or query.	Let me challenge you: Is that always true?
Revoicing	Align a student's explanation with content or connect two or more contributions with the goal of advancing the discussion of the content.	You said 3, yes there are three columns and each column is 1/3 of the whole.
Recapping	Make public in a concise, coherent form, the group's achievement at creating a shared understanding of the phenomenon under discussion.	Let me put these ideas all together. What have we discovered?
To Support Accountability to Community		
Keeping the Channels Open	Ensure that students can hear each other, and remind them that they must hear what others have said.	Say that again and louder. Can someone repeat what was just said?
Keeping Everyone Together	Ensure that everyone not only heard, but also understood, what a speaker said.	Can someone add on to what was said? Did everyone hear that?
Linking Contributions	Make explicit the relationship between a new contribution and what has gone before.	Does anyone have a similar idea? Do you agree or disagree with what was said? Your idea sounds similar to his idea.
Verifying and Clarifying	Revoice a student's contribution, thereby helping both speakers and listeners to engage more profitability in the conversation.	So are you saying..? Can you say more? Who understood what was said?
To Support Accountability to Knowledge		
Pressing for Accuracy	Hold students accountable for the accuracy, credibility, and clarity of their contribution.	Why does that happen? Someone give me the term for that.
Building on Prior Knowledge	Tie a current contribution back to knowledge accumulated by the class at a previous time.	What have we learned in the past that links with this?
To Support Accountability to Rigorous Thinking		
Pressing for Reasoning	Elicit evidence to establish what contribution a student's utterance is intended to make within the group's larger enterprise.	Say why this works. What does this mean? Who can make a claim and then tell us what their claim means?
Expanding Reasoning	Open up extra time and space in the conversation for student reasoning.	Does the idea work if I change the context? Use bigger numbers?

Structures and Routines of a Lesson



Tennessee State Standards, Fluency in Mathematics

NCTM Principles and Standards for School Mathematics, p. 152, 2000

Fluency is not meant to come at the expense of conceptual understanding. Rather, it should result from a progression of learning and thoughtful practice. It is important for fluency to have students build conceptual understanding with skills; the roots of this conceptual understanding often occur one or more grades earlier in the standards than the grade when fluency is expected.

“Computational fluency refers to having efficient and accurate methods for computing. Students exhibit computational fluency when they demonstrate flexibility in the computational methods they choose, understand and can explain these methods, and produce accurate answers efficiently. The computational methods that a student uses should be based on mathematical ideas that the student understands well, including the structure of the base-ten number system, properties of multiplication and division, and number relationships.”

The following table shows fluency expectations. *TNReady fluency items will not allow calculators.

GRADE	STANDARD	EXPECTED FLUENCY
K	K.OA.A.5	Addition/Subtraction within 5
1	1.OA.C.6	Addition/Subtraction within 10
2	2.OA.B.2 2.NBT.B.5	Addition/Subtraction within 20 (Know single digit sums from memory) Addition/Subtraction within 100
3*	3.OA.C.7 3.NBT.A.2	Multiplication/Division within 100 (Know single digit products from memory) Addition/Subtraction within 1000
4*	4.NBT.B.4	Addition/Subtraction within 1,000,000
5*	5.NBT.B.5	Multi-digit multiplication
6*	6.NS.B.2 6.NS.B.3	Multi-digit division Multi-digit decimal operations
7	7.NS.A.1,2 7.EE.B.3 7.EE.B.4	Rational number arithmetic Multi-step problems with positive and negative rational numbers in any form One-variable equations of the form px + q = r and p(x + q) = r
8	8.EE.C.7 8.G.C.9	One-variable linear equations, including cases with infinitely many or zero solutions Problems involving volumes of cones, cylinders, and spheres together with previous geometry work, proportional reasoning and multi-step problem solving in grade 7

NOTE: Grades 3-6 only will assess fluency expectations.

Principles to Actions
Executive Summary

In 1989 the National Council of Teachers of Mathematics (NCTM) launched the standards-based education movement in North America with the release of *Curriculum and Evaluation Standards for School Mathematics*, an unprecedented initiative to promote systemic improvement in mathematics education. Now, twenty-five years later, the widespread adoption of college- and career-readiness standards, including adoption in the United States of the Common Core State Standards for Mathematics (CCSSM) by forty-five of the fifty states, provides an opportunity to reenergize and focus our commitment to significant improvement in mathematics education.

What is *different* and *promising* today, however, is the hope that the implementation of common standards, and the new generation of aligned and rigorous assessments, will help to address the continuing challenges and expand the progress already made. The need for coherent standards that promote college and career readiness has been endorsed across all states and provinces, whether or not they have adopted CCSSM. As NCTM publicly declared in the Position Statement *Supporting the Common Core State Standards for Mathematics*, released in 2013,

> The widespread adoption of the Common Core State Standards for Mathematics presents an unprecedented opportunity for systemic improvement in mathematics education in the United States. The Common Core State Standards offer a foundation for the development of more rigorous, focused, and coherent mathematics curricula, instruction, and assessments that promote conceptual understanding and reasoning as well as skill fluency. This foundation will help to ensure that all students are ready for college and the workplace when they graduate from high school and that they are prepared to take their place as productive, full participants in society.

What is the *same* today is the need to understand that standards do not teach; teachers teach. New standards provide guidance and direction, and help focus and clarify common outcomes. They motivate the development of new instructional resources and assessments. But these standards do not tell teachers, coaches, administrators, parents, or policymakers what to do at the classroom, school, or district level or how to begin making essential changes to implement the standards. Moreover, they do not describe or prescribe the essential conditions required to ensure mathematical success for all students. Thus, the primary purpose of *Principles to Actions* is to fill this gap between the development and adoption of CCSSM and other standards and the enactment of practices, policies, programs, and actions required for their widespread and successful implementation. Its overarching message is that effective teaching is the nonnegotiable core that ensures that all students learn mathematics at high levels and that such teaching requires a range of actions at the state or provincial, district, school, and classroom levels.

Looking back at mathematics education and student achievement in mathematics, we find much to celebrate. As a result of the gradual implementation of a growing body of research on teaching and learning mathematics and the dedicated efforts of nearly two million teachers of mathematics in North America, student achievement is at historic highs. For example, the percentage of fourth graders scoring "proficient" or above on the National Assessment of Educational Progress (NAEP) rose from 13 percent in 1990 to 42 percent in 2013, and the percentage of eighth graders scoring "proficient" or above on the NAEP rose from 15 percent in 1990 to 36 percent in 2013. Between 1990

and 2013, mean SAT-Math scores increased from 501 in 1990 to 514 in 2013, mean ACT scores increased from 19.9 to 20.9, and the number of students taking Advanced Placement examinations in calculus and statistics increased substantially, from 77,634 in 1982 to 387,297 in 2013, and from 7,667 in 1997 to 169,508 in 2013, respectively.

These are impressive accomplishments. However, while we celebrate these record high NAEP scores and increases in SAT and ACT achievement—despite a significantly larger and more diverse range of test-takers—other recent data demonstrate that we are far from where we need to be and that much remains to be accomplished. For example, the average mathematics NAEP scores for 17-year-olds has been essentially flat since 1973; the difference in average NAEP mathematics scores between white and black and white and Hispanic 9- and 13-year-olds has narrowed somewhat between 1973 and 2012 but remains between 17 and 28 points; and among cohorts of 15-year-olds from the 34 countries participating in the 2012 Programme for International Student Assessment (PISA), the U.S. cohort ranked 26th in mathematics.

These more disturbing data point to the persistent challenges and the work that we still need to do to make mathematics achievement a reality for all students:

- Eliminate persistent racial, ethnic, and income achievement gaps so that all students have opportunities and supports to achieve high levels of mathematics learning
- Increase the level of mathematics learning of all students, so that they are college and career ready when they graduate from high school
- Increase the number of high school graduates, especially those from traditionally underrepresented groups, who are interested in, and prepared for, STEM careers

In short, we must move from "pockets of excellence" to "systemic excellence" by providing mathematics education that supports the learning of all students at the highest possible level.

To achieve this goal, we must change a range of troubling and unproductive realities that exist in too many classrooms, schools, and districts. *Principles to Actions* addresses and documents these realities:

- Too much focus is on learning procedures without any connection to meaning, understanding, or the applications that require these procedures.
- Too many students are limited by the lower expectations and narrower curricula of remedial tracks from which few ever emerge.
- Too many teachers have limited access to the instructional materials, tools, and technology that they need.
- Too much weight is placed on results from assessments—particularly large-scale, high-stakes assessments—that emphasize skills and fact recall and fail to give sufficient attention to problem solving and reasoning.
- Too many teachers of mathematics remain professionally isolated, without the benefits of collaborative structures and coaching, and with inadequate opportunities for professional development related to mathematics teaching and learning.

As a result, too few students—especially those from traditionally underrepresented groups—are attaining high levels of mathematics learning.

In this exciting and challenging context, NCTM introduces *Principles to Actions: Ensuring Mathematical Success for All,* setting forth a set of strongly recommended, research-informed actions, based on the Council's core principles and intended for all educational leaders and policymakers, all school and district administrators, and all teachers, coaches, and specialists of mathematics. In *Principles and Standards for School Mathematics*, published by NCTM in 2000,

the Council first defined a set of Principles that "describe features of high-quality mathematics education." *Principles to Actions* now articulates and builds on an updated set of six Guiding Principles that reflect more than a decade of experience and new research evidence about excellent mathematics programs, as well as significant obstacles and unproductive beliefs that continue to compromise progress.

Three aspects of *Principles to Actions* are new, provocative, and important. First, *Principles to Actions* devotes the largest section to Teaching and Learning, the first Guiding Principle, and describes and illustrates eight Mathematics Teaching Practices (see fig. 1) that research indicates need to be consistent components of every mathematics lesson. Second, for each Guiding Principle, *Principles to Actions* offers commentary and a table that address productive and unproductive beliefs as part of a realistic appraisal of the obstacles that we face, as well as suggestions for overcoming these obstacles. Third, *Principles to Actions* issues a forceful call to action, asserting that all of us who are stakeholders have a role to play and important actions to take if we are finally to recognize our critical need for a world where the mathematics education of our students draws from research, is informed by common sense and good judgment, and is driven by a nonnegotiable belief that we must develop mathematical understanding and self-confidence in *all* students.

Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Fig. 1. Mathematics Teaching Practices

Guiding Principles for School Mathematics

Full statements of the Guiding Principles follow; *Principles to Actions* elaborates the unique importance of each, as summarized briefly below each statement. The first Guiding Principle, Teaching and Learning, has primacy among the Guiding Principles, with the others serving as the Essential Elements that support it.

Teaching and Learning. *An excellent mathematics program requires effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically.*

The teaching of mathematics is complex. It requires teachers to have a deep understanding of the mathematical content that they are expected to teach and a clear view of how student learning of that mathematics develops and progresses across grades. It also calls for teachers to be skilled at using instructional practices that are effective in developing mathematics learning for all students. The eight Mathematics Teaching Practices (see fig. 1) describe the essential teaching skills derived from the research-based learning principles, as well as other knowledge of mathematics teaching that has emerged over the last two decades.

Access and Equity. *An excellent mathematics program requires that all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.*

Equitable access means high expectations, adequate time, consistent opportunities to learn, and strong support that enable students to be mathematically successful. Instead of one-size-fits-all practices and the differential expectations for students who are placed in different academic tracks, equitable access means accommodating differences to meet a common goal of high levels of learning by all students.

Curriculum. *An excellent mathematics program includes a curriculum that develops important mathematics along coherent learning progressions and develops connections among areas of mathematical study and between mathematics and the real world.*

A robust curriculum is more than a collection of activities; instead, it is a coherent sequencing of core mathematical ideas that are well articulated across the grades. Such an effective curriculum incorporates problems in contexts from everyday life and other subjects whenever possible. These tasks engage students and generate interest and curiosity in the topics under investigation.

Tools and Technology. *An excellent mathematics program integrates the use of mathematical tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.*

Available tools and technology help teachers and students visualize and concretize mathematics abstractions, and when these resources are used appropriately, they support effective teaching and meaningful learning.

Assessment. *An excellent mathematics program ensures that assessment is an integral part of instruction, provides evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement.*

Effective assessment supports and enhances the learning of important mathematics by furnishing useful formative and summative information to both teachers and students. Productive mathematics assessment is a process that is

coherently aligned with learning goals and makes deliberate use of the data gathered as evidence of learning and provides guidance for next instructional steps and programmatic decision making. Students learn to assess and recognize high quality in their own work.

Professionalism. *In an excellent mathematics program, educators hold themselves and their colleagues accountable for the mathematical success of every student and for personal and collective professional growth toward effective teaching and learning of mathematics.*

Effective schools communicate a tangible sense of the professional imperative to grow personally and collectively and to hold one another accountable for this growth. Professionals who are responsible for students' mathematics learning are never satisfied with their accomplishments and are always working to increase the impact that they have on their students' mathematics learning. Moreover, they cultivate and support a culture of professional collaboration and continual improvement that is driven by an abiding sense of interdependence and collective responsibility.

Actions

Although principles provide guidance and structure, actions determine impact. *Principles to Actions* argues that ensuring mathematical success for all will take **teachers** who, among other actions—

- plan and implement effective instruction as described by the Mathematics Teaching Practices;
- develop socially, emotionally, and academically safe environments for mathematics teaching and learning—environments in which students feel secure and confident in engaging with one another and with teachers;
- evaluate curricular materials and resources to determine the extent to which these materials align with the standards, ensure coherent development of topics within and across grades, promote the mathematical practices, and support effective instruction that implements the Mathematics Teaching Practices;
- incorporate mathematical tools and technology as an everyday part of the mathematics classroom, recognizing that students should experience "mathematical action technologies" and physical or virtual manipulatives to explore important mathematics;
- provide students with descriptive, accurate, and timely feedback on assessments, including strengths, weaknesses, and next steps for progress toward the learning targets;
- work collaboratively with colleagues to plan instruction, solve common challenges, and provide mutual support as they take collective responsibility for student learning.

Principles to Actions argues that ensuring mathematical success for all will take **principals, coaches, specialists, and other school leaders** who, among other actions—

- make the eight Mathematics Teaching Practices a schoolwide focus that is expected for all teachers to strengthen learning and teaching for all students, and provide professional development, training, and coaching to make the implementation of these practices a priority;
- maintain a schoolwide culture with high expectations and a growth mindset;

- allocate time for teachers to collaborate in professional learning communities;
- support improvement with multifaceted assessments used to monitor progress and inform changes to instruction;
- make the mathematical success of every student a nonnegotiable priority.

Principles to Actions argues that ensuring mathematical success for all will take **leaders and policymakers in districts, states or provinces, including commissioners, superintendents and other central office administrators**, who, among other actions—

- make ongoing professional development that supports the implementation of the eight Mathematics Teaching Practices as a priority;
- allocate resources to ensure that all students are provided with an appropriate amount of instructional time to maximize their learning potential;
- eliminate the tracking of low-achieving students and instead structure interventions that provide high-quality instruction and other classroom support, such as math coaches and specialists;
- understand the devastating impact of professional isolation and create collaborative structures to maximize professional growth;
- Support risk taking and encourage new approaches that advance student learning.

Only when these words become actions and the actions lead to more productive beliefs, new norms of instructional practice, and implementation of the essential supporting elements will we overcome the obstacles that currently prevent school mathematics from ensuring success for all students.

The National Council of Teachers of Mathematics is the world's largest professional organization dedicated to improving mathematics education for all students. Growing out of its visionary *Agenda for Action* in 1980, the Council launched the education standards movement with its publication of *Curriculum and Evaluation Standards for School Mathematics* (1989), which presented a comprehensive vision for mathematics teaching and learning in K–12 mathematics. In 2000, NCTM's *Principles and Standards for School Mathematics* expanded on the 1989 Standards and added underlying Principles for excellence in school mathematics. Subsequent publications, *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* and *Focus in High School Mathematics: Reasoning and Sense Making*, extended this work by identifying the most significant mathematical concepts and skills at each level from prekindergarten through grade 8 and advocating practical changes to the high school mathematics curriculum to refocus learning on reasoning and sense making, respectively. These NCTM publications have significantly influenced the development of mathematics education standards worldwide. NCTM's recently published *Principles to Actions: Ensuring Mathematical Success for All* describes the principles and actions, including specific research-informed teaching practices, that are essential for a high-quality mathematics education for all students. The Council is committed to a constructive public dialogue to ensure a mathematics education of the highest quality for all students.

Mathematics Task Arcs

Overview of Mathematics Task Arcs:

A task arc is a set of related lessons which consists of eight tasks and their associated lesson guides. The lessons are focused on a small number of standards within a domain of the Common Core State Standards for Mathematics. In some cases, a small number of related standards from more than one domain may be addressed.

A unique aspect of the task arc is the identification of essential understandings of mathematics. An essential understanding is the underlying mathematical truth in the lesson. The essential understandings are critical later in the lesson guides, because of the solution paths and the discussion questions outlined in the share, discuss, and analyze phase of the lesson are driven by the essential understandings.

The Lesson Progression Chart found in each task arc outlines the growing focus of content to be studied and the strategies and representations students may use. The lessons are sequenced in deliberate and intentional ways and are designed to be implemented in their entirety. It is possible for students to develop a deep understanding of concepts because a small number of standards are targeted. Lesson concepts remain the same as the lessons progress; however the context or representations change.

Bias and sensitivity:

Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. The TDOE asks local districts to review these curricular units for social, ethnic, racial, religious, and gender bias before use in local schools.

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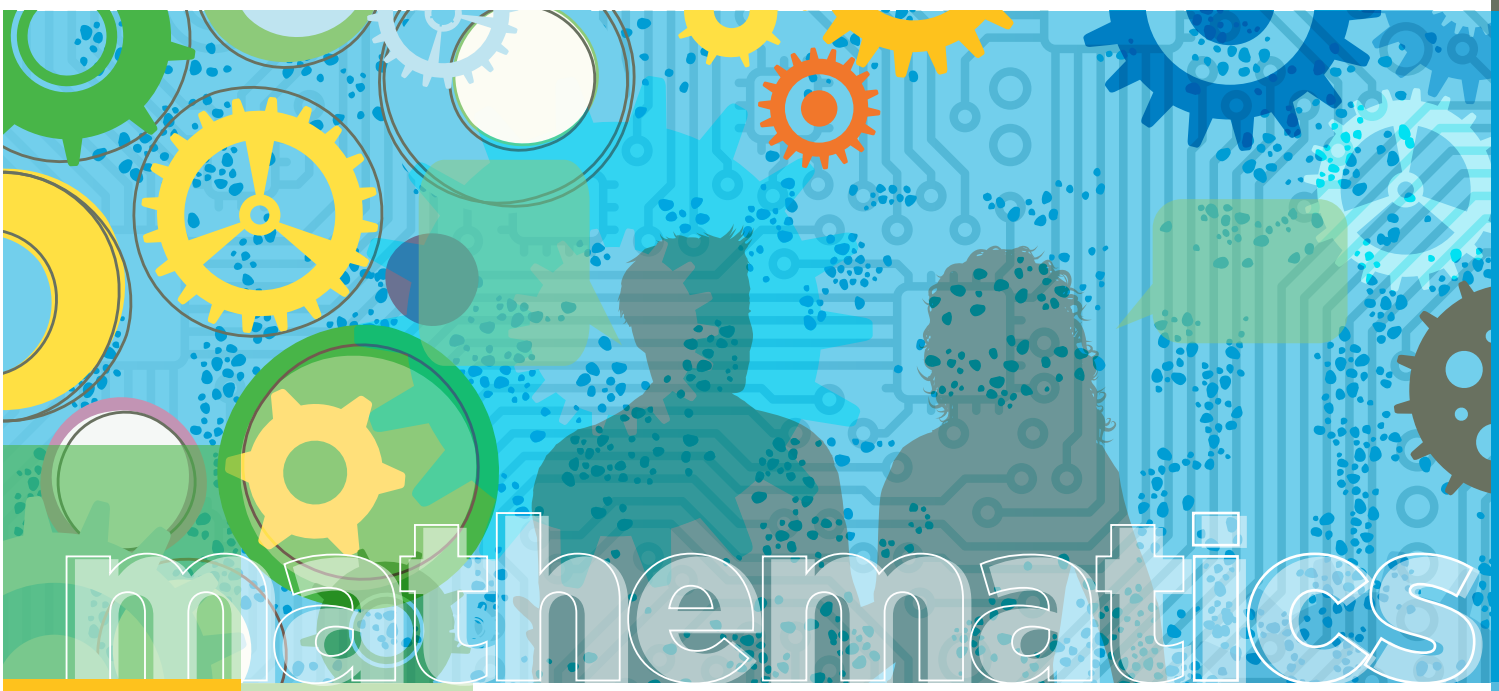
institute for learning



Grade 4

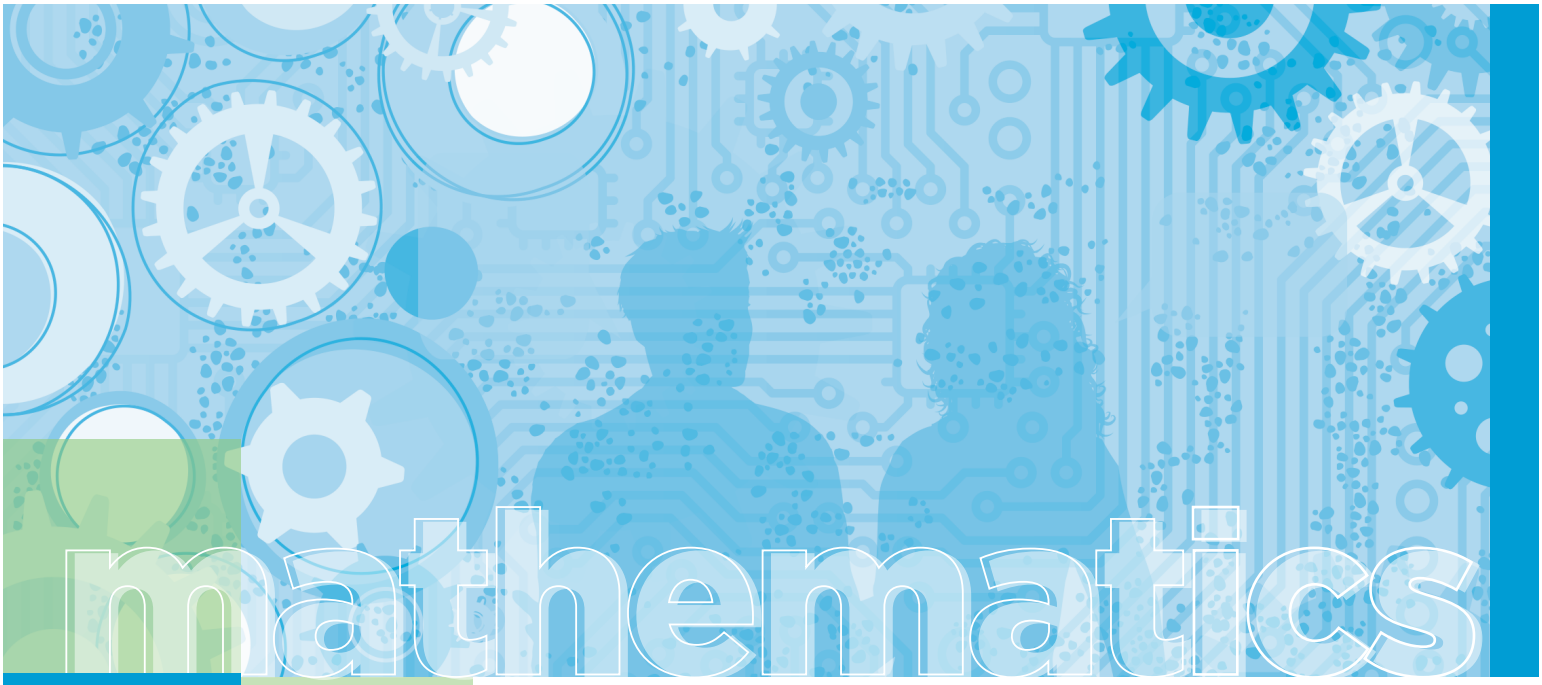
Multiplication: Exploration of Multiplicative Comparisons and the Link to Division

A SET OF RELATED LESSONS

Table of Contents

Introduction

Tasks and Lesson Guides



Grade 4

Introduction

Multiplication: Exploration of Multiplicative Comparisons and the Link to Division

A SET OF RELATED LESSONS

Overview

This set of related lessons provides a study of multiplicative comparisons, problems in which students have to solve for "how many times greater/less." They will use visual representations and reasoning about numbers, as well as repeated addition/subtraction to link to the concept of multiplication/division. The standards addressed by this set of related lessons are 4.OA.A.1-2.

Note: Due to the grade level and the placement of this type of multiplication situation type in the trajectory of student learning, prior knowledge of multiplication as "number of groups" by "number in the group" (3.OA.A.1) is necessary.

Task 1 introduces students to multiplicative comparison situations by asking them to compare areas of pattern blocks, a very hands-on approach with familiar counters.

Tasks 2 and 3 are situations in which the students are asked to solve for how many times greater something is when they are provided both of the factors. Students can solve the task by using their prior knowledge of repeated addition or multiplication and visual representations. Task 4 provides an opportunity for students to solidify their knowledge by solving scaling-up problems, as well as classifying numbers that are and are not multiples of the scale factor.

Tasks 5 and 6 introduce students to the concept of a missing factor in comparative multiplication problems. Students are provided a diagram of the total (product) and the constant, but not the scale factor. When solving these tasks, students can use multiplicative thinking or division/repeated subtraction in order to find the missing factor. Task 6 first gives students a set of numbers from which they have to determine the multiplicative relationship. Then the task gives students an opportunity to disprove a claim about the multiplicative relationship between a factor and product.

Students are provided another opportunity to determine the multiplicative relationship in Task 7, but students are also asked to deepen understanding by recognizing when a non-multiplicative example is given. Task 8 is a solidifying understanding task. Students are asked to synthesize what they have learned in the set of tasks to scale both up and down.

Through engaging in the lessons in this set of related lessons, students will:

- explore the meaning of the two factors in comparison multiplication problems;
- recognize the inverse relationship between multiplication and division, and determine that division can be used to solve comparison multiplication problems when either the group size or the scaling factor is provided; and
- use a variety of representations to respond to a problem situation, and weigh the advantages and disadvantages of such representations.

By the end of these lessons, students will be able to answer the following overarching questions:

- What is the meaning of each of the two factors in comparison multiplication problems?
- How is the inverse relationship between multiplication and division helpful in solving multiplication problems where only one factor is given?

The questions provided in the guide will make it possible for students to work in ways consistent with the Standards for Mathematical Practice. It is not the Institute for Learning's expectation that students will name the Standards for Mathematical Practice. Instead, the teacher can mark agreement and disagreement of mathematical reasoning or identify characteristics of a good explanation (MP3). The teacher can note

and mark times when students independently provide an equation and then re-contextualize the equation in the context of the situational problem (MP2). The teacher might also ask students to reflect on the benefit of using repeated reasoning, as this may help them understand the value of this mathematical practice in helping them see patterns and relationships (MP8). In study groups, topics such as these should be discussed regularly because the lesson guides have been designed with these ideas in mind. You and your colleagues may consider labeling the questions in the guide with the Standards for Mathematical Practice.

Tab 6

Module Six:

Shared Leadership and Planning

On Tab, write “Planning”

Summer 2015 Leadership Planning (Elementary)

For each module, reflect on your major take-aways and key actions needed from you as your begin to think about collaboration with your Learning Leaders/leadership team in supporting redelivery and framing of information from this summer's training. You will use these reflections as you create your ***Shared Leadership Planning Document*** later today.

Modules and Key Questions	**Take-Aways and Key Leader Actions**
1. What key instructional content must leaders understand to ensure teachers are supporting PreK-2 students' progress toward successful mastery in third grade?	**Take-Aways:**
	Key Actions:
2. How can ELA reading and writing practices support the literacy shifts in the new social studies standards?	**Take-Aways:**
	Key Actions:
2. What strategies and materials will be available to help educators support students in ELA and social studies for grades 3-5?	**Take-Aways:**
	Key Actions:
4. How can leaders focus on supporting teachers to impact student success in mathematics?	**Take-Aways:**
	Key Actions:

As you prepare your redelivery plan, think through who in your school you need to have involved in planning, implementing, and supporting the Learning Leader. Who will deliver? When will these occur? How do you want to utilize them throughout the fall? Optional PLC guides can be found on the "For Leaders" page for your Learning Leaders/leadership team to collaboratively design your professional development and redelivery plan.

Redelivery Plan by Learning Leaders (Name)	Audience	Tentative Session Dates
__Early Literacy_____ __English Language Arts_____ __Mathematics_____ __Social Studies_____	__Grade Level __Teaching Teams __Departments __Whole Staff __Other_____ __Other_____	__ ½ day:_____ __ 1 day:_____ __ 1 hour PLC_____ __ 2 hour PLC_____ __ Other _____

WHY?

What is the purpose, cause, or belief that inspires this follow-up session? Refer to your *Tennessee Standards of Professional Learning* document to ground your thinking.

HOW?

(PLC Redelivery Guides)

1. Date(s)?
2. Follow-up Session?
3. Resources?
4. Presenters?

WHAT?

1. What are the expected results?
2. Are clear targets for implementation defined and shared? Objectives?
3. How does the content relate to current knowledge and skills of staff members?
4. What will change in teacher practice as a result of this session?
5. How will you and your Learning Leaders/leadership team continue to support the expected changes?

Paragraph Summary Based on my reflections and take-aways today, my key actions in planning for redelivery and engaging my Learning Leaders/leadership team to support this work are…

As you prepare your redelivery plan, think through who in your school you need to have involved in planning, implementing, and supporting the Learning Leader. Who will deliver? When will these occur? How do you want to utilize them throughout the fall? Optional PLC guides can be found on the "For Leaders" page for your Learning Leaders/leadership team to collaboratively design your professional development and redelivery plan.

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WHY? What is the purpose, cause, or belief that inspires this follow-up session? Refer to your *Tennessee Standards of Professional Learning* document to ground your thinking.		
HOW? **(PLC Redelivery Guides)** 1. Date(s)? 2. Follow-up Session? 3. Resources? 4. Presenters?		
WHAT? 1. What are the expected results? 2. Are clear targets for implementation defined and shared? Objectives? 3. How does the content relate to current knowledge and skills of staff members? 4. What will change in teacher practice as a result of this session? 5. How will you and your Learning Leaders/leadership team continue to support the expected changes?		
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Tab 7

Module Seven:

MICA and Technology Resources

On Tab, write “MICA and Tech”

MICA Notes Tracker

Topic	Key Points	Other Notes/Plans
Access		
Setting Up Accounts		
Teacher Use		
Ideas I have for my school:		

710 James Robertson Pkwy
Nashville, TN 37243
Phone: (615) 741-2731

@TNedu
Tennessee Education
www.TN.gov/Education

TNReady Practice Tools for Teachers

Beginning in the 2015-16 school year, TNReady will be the state's new student achievement assessment in reading, writing, and math in grades 3–11. TNReady will replace the state's TCAP multiple-choice only tests in reading and math and will include a variety of question types as well as writing. This assessment has been designed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem-solving skills – in short, all the things students will need to succeed following high school.

Free and Early Access to Online Tools

The best preparation for TNReady will come from high quality teaching and engaged student learning taking place throughout the year. We also believe it is critical that teachers have access to practice tools early and often.

Beginning at the end of May, teachers will have access to online practice software called MICA. MICA will allow teachers to access the TNReady Item Sampler. Phase I of MICA will allow teachers to view 8-12 sample questions per grade level and subject.

Beginning in the 2015-16 school year, teachers and students will have access to Phase II of the MICA tool. This will allow educators to create classroom assessments that reflect the types of questions on TNReady. Phase II of the Item Sampler will provide 40 – 50 questions per grade and subject from which teachers can create assessments to aid in their instruction throughout the year. In addition, beginning in October, teachers and students will have access to a practice test via the MIST platform, which is the same application students will use to complete TNReady. The practice test is mini-version of a full-length test that will help students gain a better understanding of the expectations for the new TNReady assessment.

Much like teachers already do in their classrooms, TNReady will give students a variety of new ways to show what they really know and can do. These assessments will be more engaging for students because they are interactive and taken online.

First Release of Online Practice Tools

The following pages include additional information about Phase I of MICA, the online practice software for teachers and students. Please take a moment to review this information, including screen shots, to get a better sense of what teacher rosters, practice score reports, and practice questions will actually look like in the online practice tool.

Additional Information

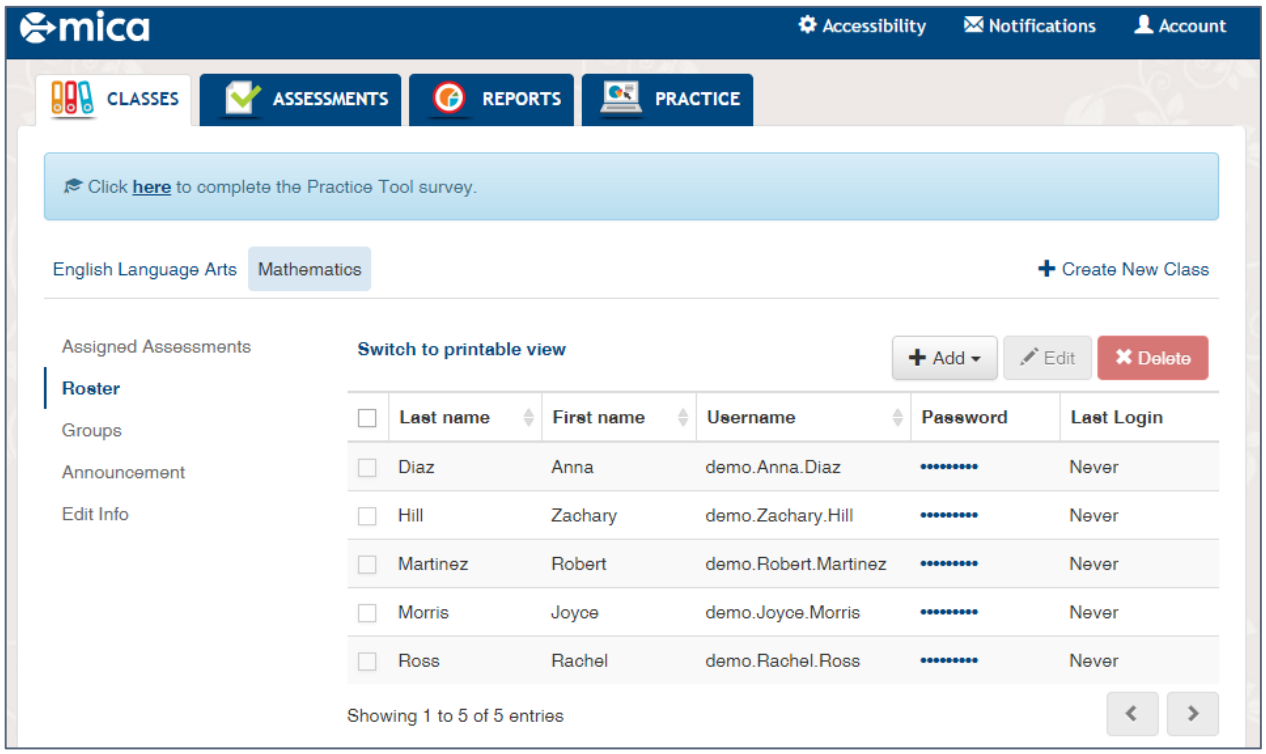
Please visit http://tn.gov/TNReady to find more about TNReady, including:

- Downloadable assessment blueprints for each grade and subject
- Example question types
- Details about both the English language arts and math assessment.

TNReady Item Sampler – Phase I Release, Week of May 18

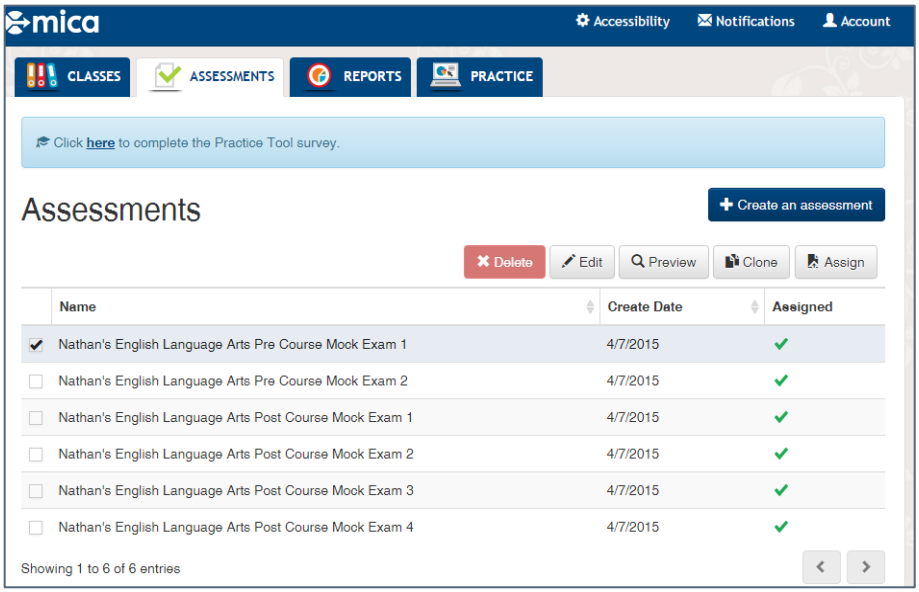
MICA (Measurement Inc. Classroom Assessment) is the web-based platform to access the TNReady Item Sampler. Teachers can use the Item Sampler throughout the year to create assessments that reflect the types of items on the TNReady. Phase I of the MICA release will provide access for teachers only. It will include 8 – 12 items per grade level, per subject.

The Item Sampler will allow teachers to add students from their class roster beginning in August 2015, during the Phase II release. This is a screenshot of a sample class roster.



TNReady Item Sampler – Phase I Release, Week of May 18

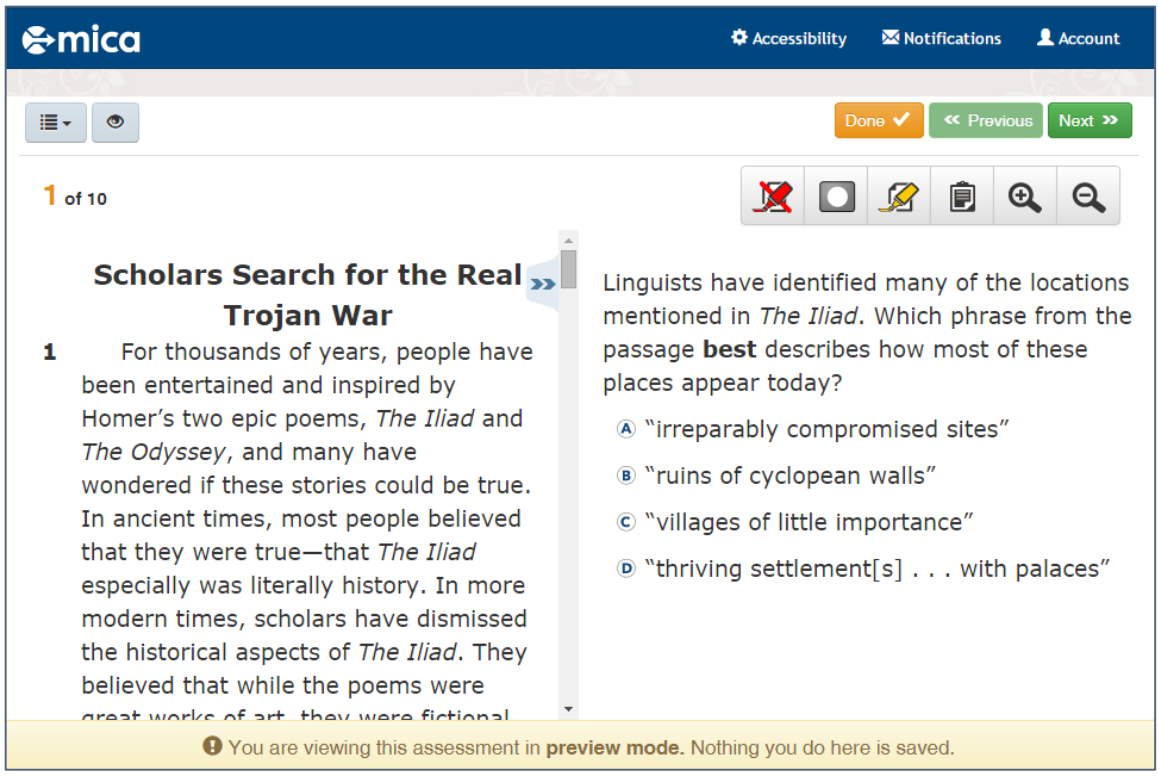
Teachers will be able to build assessments using questions from the bank included in the Item Sampler. The items will be reviewed by Tennessee teachers to ensure alignment with state standards. The Phase II release will include 25 – 40 additional items per grade and subject.



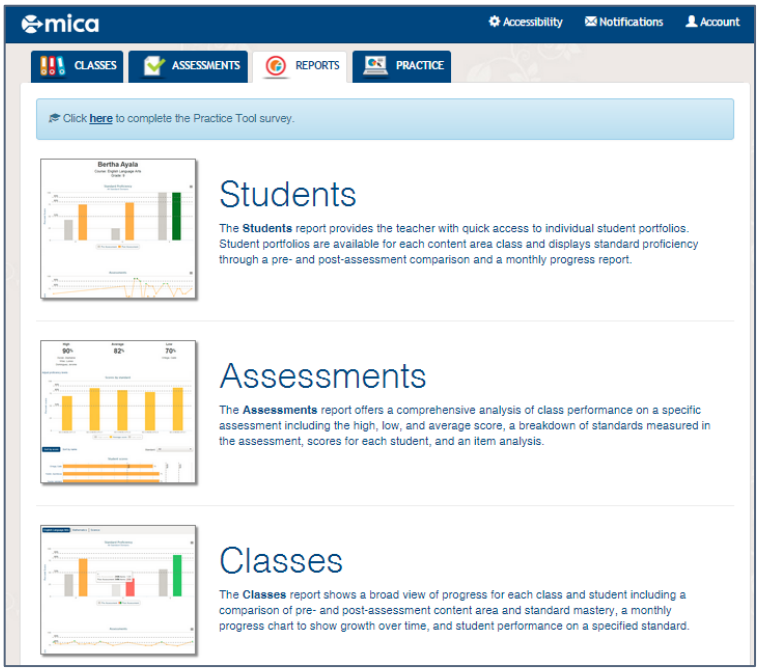
Teachers can build each assessment based on the standard, level of difficulty, and higher order thinking skill level. Teachers can reorder questions and clone assessments to create pre- and post-tests.

TNReady Item Sampler – Phase I Release, Week of May 18

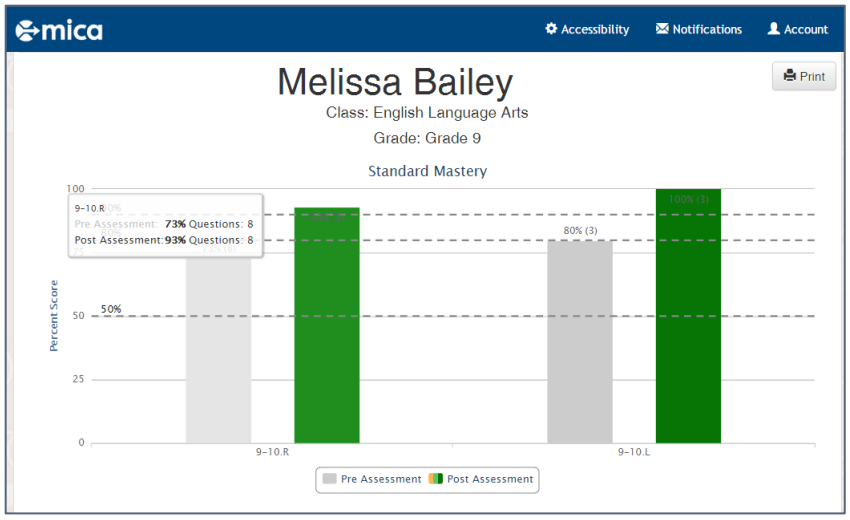
When students complete the assessment, they will use an interface that mimics the MIST platform for TNReady. All the same accessibility features will be available, with the exception of text-to-speech.



Teachers will be able to immediately review student performance on machine-scored items. They will also be able to enter results into MICA for rubric-scored items. MICA will provide reports at the student, assessment, and class level.

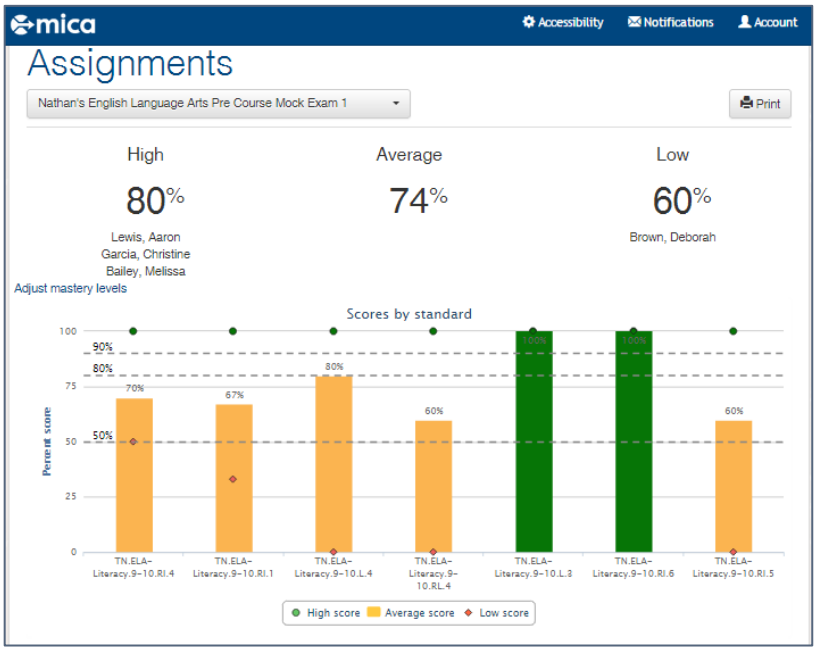


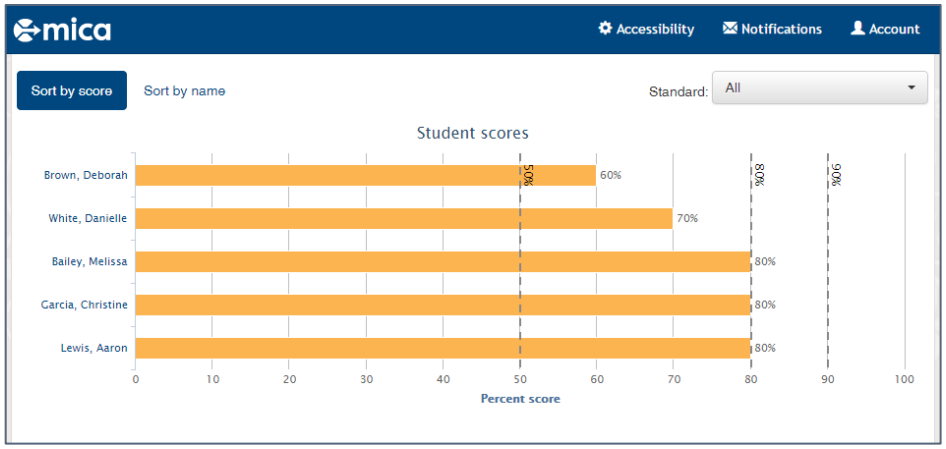
TNReady Item Sampler – Phase I Release, Week of May 18



Student reports show performance by standard mastery or by assignment/assessment.

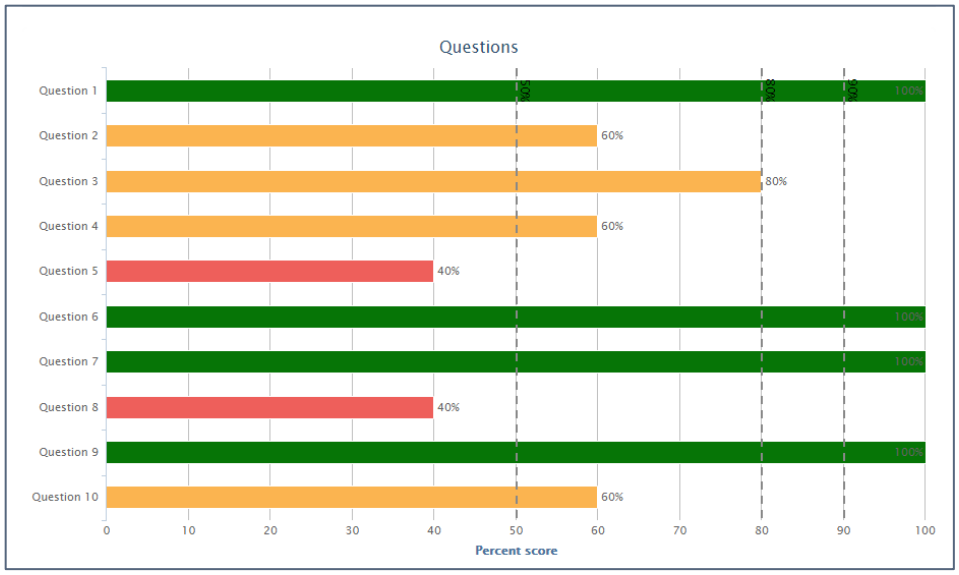
Teachers can also review overall performance on a particular assignment. This report shows how students performed on ELA Mock Exam 1, by student and standard.





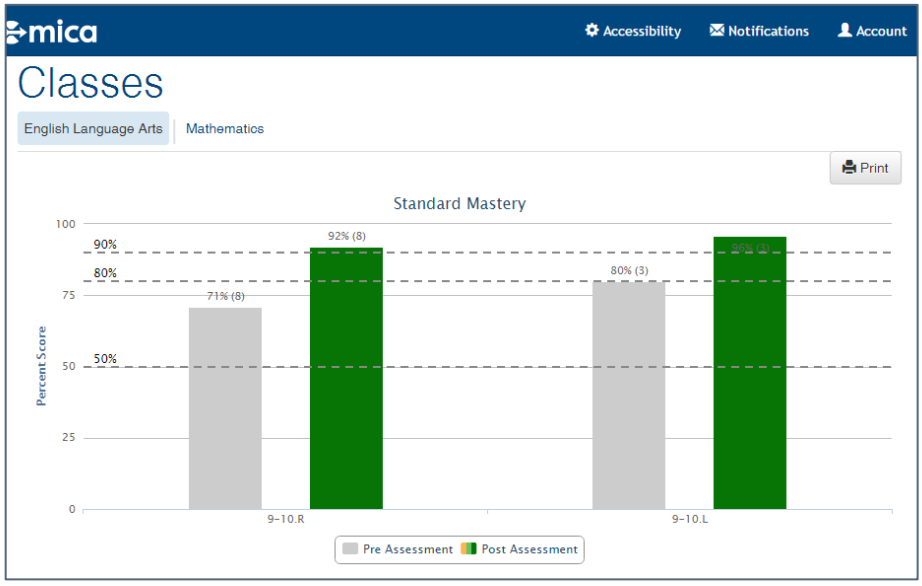
This table shows student scores on an assignment across all standards.

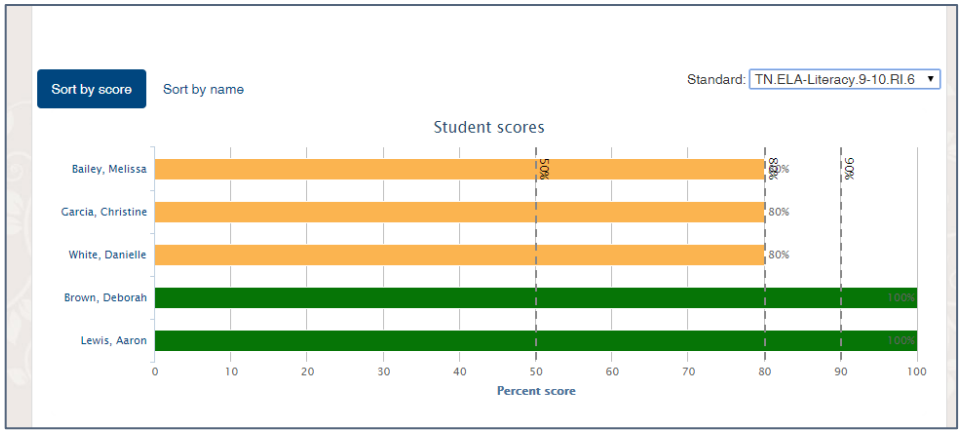
TNReady Item Sampler – Phase I Release, Week of May 18



Teachers can also look at student performance by question on a particular assessment.

The final report type is by class. Teachers can review student performance by standard as a roll-up across multiple assignments.





Class reports can also be displayed by individual student across multiple assignments and isolated by standard.

Elementary Technology Resources

Instructional Use

Disclaimer: All of the recommended sites for student use are free, fair, open sites on the Internet. As such, links may not always be operational. Additionally, the State assumes no responsibility for what may be posted on any open source site: Teachers must preview all information before suggesting content to students.

Title: StoryBird

Website: http://storybird.com

Description: Storybird reverses visual storytelling by starting with the image and "unlocking" the story inside. Students explore artists, get inspired, and write stories to match existing art. Though this site focuses on writing, students can also read others' pieces.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□ Reading Foundational □Reading Informational □Reading Literature

☒Writing □Speaking and Listening □Language

Special Notes

☒ Students can publish online

Title: NEWSELA

Website: https://newsela.com/

Description: NEWSELA builds comprehension with nonfiction text that springs from daily news. NEWSELA can format all articles at five different comprehension levels for students who have varying reading ability.

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

□ Reading Foundational ☒Reading Informational ☒Reading Literature

□Writing □Speaking and Listening □Language

Special Notes

⊠ Different versions of the articles could be printed for students who do not have full tech access

Title: Phonological Awareness

Website: http://www.phonologicalawareness.org/

Description: Through phonological awareness children learn to identify and manipulate units in oral language (syllables, phonemes, etc.) to help build links to word recognition and decoding skills necessary for reading.

Levels of Technology Access

□ High □ Medium ⊠ Low

Strands Addressed

⊠ Reading Foundational □Reading Informational □Reading Literature

□Writing □Speaking and Listening □Language

Special Notes

□ Different versions of the articles could be printed for students who do not have full tech access

Title: PBS Learning Media

Website: http://www.pbslearningmedia.org/

Description: PBS LearningMedia™ is your destination for direct access to thousands of classroom-ready, curriculum-targeted digital resources. PBS LearningMedia builds on the strength of public media and is designed to improve teacher effectiveness and student achievement.

Levels of Technology Access

⊠ High ⊠ Medium ⊠ Low

Strands Addressed

□ Reading Foundational ⊠Reading Informational □Reading Literature

□Writing ⊠Speaking and Listening □Language

Special Notes

⊠ Access to many videos across content areas in addition to ELA

Title: Dance Mat Typing

Website: http://www.bbc.co.uk/guides/z3c6tfr

Description: This site develops keyboarding skills for students through the use of games.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□ Reading Foundational □Reading Informational □Reading Literature

☒Writing □Speaking and Listening □Language

Special Notes

☒ Develops keyboarding skills

Title: English Zone

Website: http://english-zone.com/index.php?ID=20

Description: This site provides additional support for grammar and syntax.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□ Reading Foundational □Reading Informational □Reading Literature

☒Writing □Speaking and Listening ☒Language

Special Notes

☒ Provides extra support in language structure for EL students

Title: Compact for Reading

Website: http://www2.ed.gov/pubs/CompactforReading/index.html

Description: Compact for Reading is a written agreement among families, teachers, principals, and students to work together to help improve the reading skills of kindergarten through third grade children. The provided publications, *A Compact for Reading Guide* and *School-Home Links Reading Kit*, are designed to help Compact partners set reading goals and provide lessons and activities that allow children to accomplish these goals. The guides are available in Spanish, too.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□ Reading Foundational ☒Reading Informational ☒Reading Literature

□Writing □Speaking and Listening ☒Language

Special Notes

☒ Specific resources for grades K-3

Title: Scholastic Story Starters

Website: http://www.scholastic.com/teachers/story-starters/

Description: This interactive site provides a technological RAFT that generates ideas for student writing.

Levels of Technology Access

☒ High □ Medium □ Low

Strands Addressed

□ Reading Foundational □Reading Informational □Reading Literature

☒Writing □Speaking and Listening □Language

Special Notes

☒ This writing site does not have student write from, or respond to text, but focuses on the creative and imaginary aspects of writing

Title: Turtle Diary

Website: http://www.turtlediary.com/

Description: This site is a collection of interactive games for all content areas, including ELA for grades PreK-5.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

☒ Reading Foundational ☒Reading Informational ☒Reading Literature

☒Writing □Speaking and Listening ☒Language

Special Notes

☒ Additional steps needed to navigate to ELA content

Title: Kahoot

Website: https://getkahoot.com/

Description: This program allows teachers to create quizzes, flashcards, and review games, with students using computers, cell phones, or other devices.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□ Reading Foundational ☒Reading Informational ☒Reading Literature

☒Writing ☒Speaking and Listening ☒Language

Special Notes

☒ Teachers create questions for students to respond to electronically

Middle School Technology Resources

Instructional Use

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Title: StoryBird

Website: http://storybird.com

Description: Storybird reverses visual storytelling by starting with the image and "unlocking" the story inside. Students explore artists, get inspired, and write stories to match existing art. Though this site focuses on writing, students can also read others' pieces.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□Reading Informational □Reading Literature ☒Writing

□Speaking and Listening □Language

Special Notes

☒ Students can publish online

Title: NEWSELA

Website: https://newsela.com/

Description: NEWSELA builds comprehension with nonfiction text that springs from daily news. NEWSELA can format all articles at five different comprehension levels for students who have varying reading ability.

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

☒Reading Informational ☒Reading Literature □Writing

□Speaking and Listening □Language

Special Notes

☒ Different versions of the articles could be printed for students who do not have full tech access

Title: PBS Learning Media

Website: http://www.pbslearningmedia.org/

Description: PBS LearningMedia™ is your destination for direct access to thousands of classroom-ready, curriculum-targeted digital resources. PBS LearningMedia builds on the strength of public media and is designed to improve teacher effectiveness and student achievement.

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

☒Reading Informational □Reading Literature □Writing

☒Speaking and Listening □Language

Special Notes

☒ Access to many videos across content areas in addition to ELA

Title: Kahoot

Website: https://getkahoot.com/

Description: This program allows teachers to create quizzes, flashcards, and review games, with students using computers, cell phones, or other devices.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

☒Reading Informational ☒Reading Literature ☒Writing

☒Speaking and Listening ☒Language

Special Notes

☒ Teachers create questions for students to respond to electronically

Title: It's All About Adolescent Literacy

Website: http://www.adlit.org/

Description: Adlit.org is a national multimedia project offering information and resources to parents and educators of struggling adolescent readers and writers.

Levels of Technology Access

⊠ High ⊠ Medium ⊠ Low

Strands Addressed

⊠Reading Informational ⊠Reading Literature □Writing

□Speaking and Listening □Language

Special Notes

⊠ Focused specifically on struggling readers and writers

Title: Smithsonian Teen Tribune

Website: http://tweentribune.com/teen

Description: TeenTribune, TweenTribune, TTEspañol and TTJunior (hereinafter collectively referred to as "TTribune") is a free online educational service offered by the Smithsonian for use by K-12 grade teachers and students. TTribune consists of daily news sites for kids, tweens, and teens, and includes text, photos, graphics, and audio and/or video materials prepared by the Smithsonian and others about current events, history, art, culture and science. TTribune also includes lessons, instructional and assessment tools, and opportunities for the registered users to communicate with other participants. TTribune is a moderated comment sharing community where registered teachers can assign educational content (like news stories) to students and the students using a screen name have the ability to create comments which, if approved by their teacher, are then published either to the other students within the Teacher's TTribune classroom page, or publicly on TTribune.

Levels of Technology Access

⊠ High ⊠ Medium ⊠ Low

Strands Addressed

⊠Reading Informational ⊠Reading Literature □Writing

□Speaking and Listening □Language

Special Notes

None

Title: Prezi

Website: http://prezi.com/

Description: Prezi allows students to create engaging presentations.

Levels of Technology Access

☒ High □ Medium □ Low

Strands Addressed

□Reading Informational □Reading Literature ☒Writing

□Speaking and Listening □Language

Special Notes

None

Title: Learning Games for Kids

Website: http://www.learninggamesforkids.com/keyboarding_games.html

Description: Helps develop keyboarding skills for students through the use of online games.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□Reading Informational □Reading Literature ☒Writing

□Speaking and Listening □Language

Special Notes

☒ Develops keyboarding skills

Title: Snap Guide

Website: https://snapguide.com/

Description: Create your own "how to" guide for any topic.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□Reading Informational □Reading Literature ☒Writing

□Speaking and Listening □Language

Special Notes

□ Develops keyboarding skills

□ Might be a method to assess sequencing skills in an engaging way

Title: Literacy Design Collaborative

Website: http://ldc.org/

Description: LDC is a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas.

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

☒Reading Informational ☒Reading Literature ☒Writing

□Speaking and Listening ☒Language

Special Notes

None

High School Literacy Technology Resources

Instructional Use

Disclaimer: All of the recommended sites for student use are free, fair, open sites on the Internet. As such, links may not always be operational. Additionally, the State assumes no responsibility for what may be posted on any open source site: Teachers must preview all information before suggesting content to students.

Title: Project Gutenberg

Website: http://www.gutenberg.org/

Description: Project Gutenberg offers over 46,000 free ebooks. No fee or registration is required. Books include classics like A Tale of Two Cities, The Yellow Wallpaper, Beowulf and Dracula.

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

☒ Reading Literature ☒Reading Informational □Writing

□Speaking and Listening □Language

Special Notes

☒ At home internet access would be a strong benefit

☒ Classrooms with limited technology could utilize this resource by pulling up a selection of text to project on a whiteboard (for access during close reading whole group activities, etc.).

Title: American Rhetoric

Website: http://www.americanrhetoric.com/

Description: This site has the full text, audio, and video database of the 100 most significant American political speeches of the 20th century.

Levels of Technology Access

□ High □ Medium ☒ Low

Strands Addressed

☒ Reading Literature ☒Reading Informational □Writing

☒Speaking and Listening □Language

Special Notes

⊠ Classrooms with limited access could have students listen to the speeches while they are played from a central computer or device

Title: NEWSELA

Website: https://newsela.com/

Description: NEWSELA builds comprehension with nonfiction text that springs from daily news. NEWSELA can format all articles at five different comprehension levels for students who have varying reading ability.

Levels of Technology Access

⊠ High ⊠ Medium ⊠ Low

Strands Addressed

⊠ Reading Literature ⊠Reading Informational □Writing

□Speaking and Listening □Language

Special Notes

⊠ Different versions of the articles could be printed for students who do not have full tech access

Title: Citation Machine

Website: citationmachine.net

Description: Citation Machine automatically generates citations for students using primary sources in MLA, APA, Chicago, and Turabian styles.

Levels of Technology Access

⊠ High ⊠ Medium □ Low

Strands Addressed

□ Reading Literature □Reading Informational □Writing

□Speaking and Listening ⊠Language

Special Notes

□ Develops keyboarding skills ⊠ Students can use Citation Machine to generate citations automatically

Title: PBS Learning Media

Website: http://www.pbslearningmedia.org/

Description: PBS LearningMedia™ is your destination for direct access to thousands of classroom-ready, curriculum-targeted digital resources. PBS LearningMedia builds on the strength of public media and is designed to improve teacher effectiveness and student achievement.

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

☒Reading Informational □Reading Literature □Writing

☒Speaking and Listening □Language

Special Notes

□ Develops keyboarding skills ☒ Access to many videos across content areas in addition to ELA

Title: Keybr

Website: http://www.keybr.com/#!game

Description: Typing practice software that employs statistics and algorithms to help users gain keyboarding practice best suited to their needs.

Levels of Technology Access

☒ High ☒ Medium □ Low

Strands Addressed

□ Reading Literature □Reading Informational ☒Writing

□ Speaking and Listening □Language

Special Notes

☒ Develops keyboarding skills

Title: Literacy Design Collaborative

Website: http://ldc.org/

Description: LDC is a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas.

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

☒Reading Informational ☒Reading Literature ☒Writing

□Speaking and Listening ☒Language

Special Notes

□ Develops keyboarding skills

Title: It's All About Adolescent Literacy

Website: http://www.adlit.org/

Description: Adlit.org is a national multimedia project offering information and resources to the parent and educators of struggling adolescent readers and writers

Levels of Technology Access

☒ High ☒ Medium ☒ Low

Strands Addressed

□ Reading Foundational ☒Reading Informational ☒Reading Literature

□Writing □Speaking and Listening □Language

Special Notes

□ Develops keyboarding skills ☒ Focused specifically on struggling readers and writers

Tennessee Department of Education
Summer 2015 Leadership Course

Contact Information:

With questions, please contact:

- TNcore.questions@tn.gov
- Your facilitators

Your facilitators today were:

Name_____ Email:_____

Name_____ Email:_____

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